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ISBN 0-315-55383-9

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THE UNIVERSITY OF ALBERTA

THE COOPERATING TEACHER AS INSTRUCTOR

BY

MARIE ANN FOSTER

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1989

THE UNIVERSITY OF ALBERTA

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DEGREE:	Master of Education
YEAR THIS DEGREE GRANTED:	1989

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Abstract

The purpose of this study was to examine and explain how elementary cooperating teachers understood their own strategy of teaching and how they helped their student teachers construct an effective strategy of teaching. This strategy of teaching was taken to incorporate a style of teaching along with a complexity of techniques that could be implemented in particular teaching situations.

A qualitative research method was employed to study the teaching strategies of the three cooperating teachers. The data were collected, coded, and analyzed; and categories were developed. These categories clustered into three broad areas and encompassed the philosophical underpinnings of cooperating teachers, the techniques used by cooperating teachers, and the process of "becoming a teacher." The overarching quality which permeated the categories was, however, that of "teacher as guide." The belief that the effective cooperating teacher always acts as a "guide" has several major implications. First, an effective cooperating teacher must understand what their teaching strategy is and second, the cooperating teacher through the process of "guiding" helps the student teacher construct their own personal, professional, style of teaching. Four major themes helped explain how the cooperating teacher guides the student teacher in developing an effective teaching style. The cooperating teachers in this study concentrated on

developing confidence in the student teachers, encouraging and allowing more and more responsibility in the classroom situation, providing for a number of situations where growth could be directed and measured, and establishing a variety of survival skills for the classroom. Each of these areas was carefully directed by the cooperating teacher throughout the practicum. The most significant implication of the research is that there is no selection process for cooperating teachers and no current training program for cooperating teachers. It is recommended that the University, in cooperation with School Boards, establish criteria for choosing potentially effective cooperating teachers and that a mandatory training program be developed to fill this gap.

Acknowledgements

I wish to gratefully acknowledge the guidance and advice received from my thesis advisor, Dr. D.A. MacKay, and from other members of the committee, Dr. M. Haughey and Dr. A. Borys.

My deepest thanks is extended to the three cooperating teachers who gave me their total cooperation for the study. I also wish to thank their student teachers who so kindly agreed to be interviewed.

A special debt of gratitude is owed to my husband John for his friendship and for his continual support and guidance. To my children Bill and Hanya a special thank-you.

Many thanks are due to my friends and colleagues, Charlotte Carothers, Andree Lortie, and Merle Harris for their assistance during the different phases of the study.

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CHAPTER ONE

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

The relationship between the cooperating teacher and the student teacher is crucial to the interests of the teaching profession. There is little doubt that cooperating teachers are a key element in bridging the gap between theory and practice for student teachers. Mackinnon (1987) suggests that some research has been done on the effect of cooperating teachers on the attitudes and behaviors of student teachers. He further states that many "students define the practicum as 'the real world', and are quite susceptible to the practices of their cooperating teacher" (p.315). This suggests that the relationship between the cooperating teacher and the student teacher is critical. It would appear, however, that very little is known about the process by which the cooperating teacher develops the expertise of the student teacher. Keelan (1972) states that:

> some student teachers have a skillfully guided growth experience which leads them to an artistic and professionally effective performance in directing learning, while others have a continuously frustrating and emotionally disturbing experience during which they receive little positive direction (p.2).

One cannot overemphasize the importance of the student teaching experience in facilitating a positive professional self-image. Such a self-image is not simply a question of self-confidence in one's abilities to implement particular techniques in specific situations. It necessitates a sense that the cooperating teacher and the student teacher understand an appropriate teaching strategy which incorporates "a role definition, a teaching style, teaching techniques, and professional identification" (Katz,1974,p.57). It was with this definition in mind that a problem statement was identified.

Statement of the Problem

This study was designed to develop insights into how some effective cooperating teachers help student teachers restructure an effective teaching strategy, incorporating "a role definition", a teaching style, teaching techniques, and [a] professional identification through the practicum experience (Katz,1974,p.57). Five exploratory questions guided the study:

1. What strategy regarding teaching does the effective cooperating teacher have? Put alternatively, what is his/her understanding of his/her own classroom strategy?
2. What techniques does the cooperating teacher choose to stress in a particular set of circumstances in order to help the student teacher develop an effective teaching strategy?
3. How does the cooperating teacher teach this strategy to the student teacher?
4. What aspects of the practicum experience alter or reinforce the cooperating teacher's technique of instruction?

5. How does the student teacher value this experience in developing his/her own strategy?

Although these questions provided an underlying direction to the research process, the design was open to the addition of other questions as the research progressed.

Significance of the Problem

Recent literature in the area of student teaching focuses on the student teacher, the faculty consultant, or issues involving these key players. However, recent research regarding the experiences and insights of the cooperating teacher in teaching student teachers seems rather scant. According to Grimmett and Ratzlaff (1986) only five studies have "addressed the questions of defining the role expected of the cooperating teacher" (p.42). Since the practical component of the student teaching experience has been viewed "as the most influential formative unifying experience in a teacher education program," it would appear that the cooperating teacher's influence is substantial (Tardif, 1984,p.2). Little seems to be known, however, about what actually happens between the cooperating teacher and the student teacher. A study which focuses on the point of view of the cooperating teacher may provide the stakeholders of the "teacher education triad" with useful information (Grimmett & Ratzlaff,1986,p.42). It is hoped that this study will offer insights into the experiences of the effective cooperating teacher. By uncovering knowledge through the study of a field-based experience, greater possibilities exist for understanding the overall strategy of the cooperating teacher. It is by developing this understanding of a teaching strategy, that the cooperating teacher can help alleviate many of the 'tensions' that arise during the practicum experience.

Purpose of the Study

The literature pertaining to the research problem falls into three broad categories concerning the teacher education "triad." Most of the research to date, however, focuses "on the student teacher and the university supervisor, rather than the cooperating teacher" (Richardson-Koehler,1988,p.33). Grimmett & Ratzlaff (1986) state that only five studies "Farbstein, 1965; Castillo, 1971; Applegate and Lashley, 1982, 1984; Copas,1984" have addressed the role expected of the cooperating teacher (p.42).

The literature demonstrates that cooperating teachers have difficulty defining their roles and responsibilities to the student teacher (Richardson-Koehler,1988). Concern in recent years for the declining number of cooperating teachers and the quality of their professional abilities is evident in many educational circles (McCaleb, et al.,1987). This has led to the need to increase effective supervision of student teachers. Student teachers state, however, that the most "significant other" during student teaching is the cooperating teacher (Karmos & Jacko,1977,p.54). Karmos and Jacko (1977) further state that "overall the cooperating teachers were perceived as having the most significant influence on the student teacher, and their influence was perceived to be more in personal support and role development..." (p.54). "However, the role of the cooperating teacher is poorly defined and...teachers generally are unprepared for the task of student teacher supervision" (Grimmett & Ratzlaff,1986,p.42). Therefore, it is necessary to define a strategy within the role definition of the cooperating teacher. The most relevant studies relating to "the definition of a strategy" were completed by Castillo (1971) and Copras (1984). Copras identified fourteen behaviors which "were found to have critical impact on the student teacher" (Grimmett & Ratzlaff,1986,p.42). Both of these studies are American in context and although several Canadian studies have been done concerning the supervisory role of the cooperating teacher, there have been no Canadian studies which investigated an effective teaching strategy as defined by the cooperating teacher in their relationship with the student teacher (Karmos & Jacko,1977).

Definition of Terms

Cooperating teacher - is a teacher who also directs the work of student teachers within his/her class.

Faculty Consultant - is a university faculty member, graduate student, or other person employed by the Division of Student

Teaching, who supervises a group of students.

Practicum Experience - is a period of eight weeks during which student teachers are assigned to a school in either the first or second term of the University year.

Student teacher - is a university student who is engaged in an assigned student teaching experience.

Role Definition - according to Katz (1974) role may be defined as "the duties, responsibilities, obligations and functions assigned to and expected of occupants of teaching positions" (p.56).

Teaching Style - "refers to the individual and distinctive variations in ways of enacting the role of the teacher" (Katz,1974,p.56).

Teaching Techniques - is defined as the strategies by which teachers expect to accomplish their objectives (Katz,1974,p.57).

Professional Identification - "refers to a cluster of variables which includes teachers' ethics, attitudes toward the job, ideological position...and commitment to teaching" (Katz,1974,p.57).

Assumptions

The major assumption underlying this study was that there is an identifiable strategy which incorporates "a role definition, a teaching style, teaching techniques, and [a] professional identification" that an effective cooperating teacher uses and that this strategy can be "restructured" and passed on to the student teacher and that teachers set out to effect this strategy (Katz,1974,p.57).

Delimitations and Limitations

Delimitations

The study was delimited to three cooperating teachers chosen from a list of participants in the P.A.C.T. 330 Project, and to one practicum experience with three student teachers. It was also delimited to cooperating teachers and student teachers in an elementary setting.

Limitations

The present study focussed on one member of the triad - the cooperating teacher. A second limitation was the extent to which the strategies of the cooperating teacher were made explicit to the observer.

Organization of the Thesis

This thesis is organized into five chapters. Chapter 1 introduces and states the problem. Chapter 2 provides a review of the literature in four basic areas pertaining to teacher education. First, paradigms, or a "way of viewing the world" are discussed. Second, two teaching models, the Concerns Based Model and the Critically Reflective Model are described and explained. Third, the Coaching aspect of teaching is expanded in light of how new skills can be constructed and assimilated by the student teacher. The last section attempts to explain how the knowledge embedded in the actual practice of teaching is learned by the student teacher. Chapter 3 outlines the methodology, research procedures, and data collection techniques used in the study. In Chapters 4 and 5 the findings are analyzed and categories and themes which help in identifying a strategy for the cooperating teacher and the student teacher are discussed. The last chapter, Chapter 6, provides a summary of the findings along with reflections and implications for the "teacher education triad" (Grimmett & Ratzloff,1986).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Introduction

In the professional relationship between the cooperating teacher and the student teacher the critical issue is the "framing or building" of professional knowledge and techniques necessary to achieve the profession's objectives in a particular socio-cultural context. To understand this transfer of professional knowledge from the cooperating teacher to the student teacher it is necessary to understand first the teaching strategies developed by teachers to achieve their professional objectives, and second, how the cooperating teachers teach their particular teaching strategy to student teachers. The literature addressing these two issues falls largely into four categories.

The first and most critical category in the literature is that addressing paradigms in teacher education. Paradigms in this instance are viewed as "a way of viewing the world" of teaching in a particular socio-cultural context. In order for cooperating teachers to fulfill their professional responsibilities they should be conscious of the particular paradigm they bring to their educational activities. The literature suggests there are four distinct paradigms. Each teacher will reflect one or more of the paradigms in their behavior. The particular combination of paradigms is critical to the teaching strategy that each teacher develops.

Second, but no less critical, is an understanding of models of teacher education. For purposes of this review a model is defined as a structure which incorporates a particular "world view" or ideology. Since the educational ideology of the cooperating teacher affects the substance of their own teaching strategies as well as the student teacher's teaching strategy the question that arises is: How is this ideology incorporated into actual classroom settings? The "how" or the methods of teaching is the teaching model. For reasons of relevance, the discussion of the literature will be limited to two different teaching models; the Concerns Based Model, and the Critically Reflective Model. A third section, Coaching, although not a model, is related to the "how" of teaching and therefore must be included in the literature review. Coaching, "the provision of on site, personal support and technical assistance for teachers" is critical for an understanding of how new methods of teaching can be transferred to the student teacher (Baker & Showers,1984,p.1). With the emphasis of coaching on the "real teaching situation" it becomes necessary to understand the knowledge developed through the actual practical experience of teaching. Therefore, a fourth section is necessary.

In their relations with student teachers, cooperating teachers are continually involved in developing an awareness of the tacit knowledge "embedded" in the concrete practices of teaching. This is "that knowledge that accrues over time in the practice of an applied discipline" (Benner,1984,p.1). Therefore this last section will review the literature which attempts to explain how the student teacher comes to understand the knowledge embedded in the practical classroom situation. Benner states that the practical knowledge base "results when preconceived notions and expectations are challenged, refined, or disconfirmed by the actual situation" (1984,p.3). Therefore the literature on this subject is essential in answering the question concerning how cooperating teachers teach student teachers.

A critical examination of the literature in each of the four areas: paradigms, models, coaching, and practical knowledge, should provide added insight regarding the nature of the teaching strategy of cooperating teachers and how this teaching strategy is communicated to the student teacher.

Paradigms of Teaching

The role of the cooperating teachers is two fold: first they must have developed the "specific forms of practice" necessary to be classroom teachers and second: they must have developed the "specific forms of practice" necessary to be teacher educators (Zeichner,1983,p.3). The questions that surface in the literature regarding this subject reflect this dualism in the cooperating teacher's role. Zeichner, (1983) for example, questions the goals and purposes that are essential in a sound teacher education. Fullan (1987), pursues this issue by asking how a fully competent teacher is achieved? Hall (1987) further elaborates on the need to define the role of the teacher in order to design teacher education programs that are congruent. Spodek (1974) suggests:

> all teacher education is a form of ideology. Each program is related to the educational ideology held by a particular teacher educator or teacher education institution, even though the relationship may not be made explicit. There is no such thing as a value free education...(p.89).

Zeichner (1983) concurs and elaborates further by identifying four paradigms which dominate teacher education today: behavioristic, personalistic, traditional-craft and inquiry-oriented. A paradigm according to Zeichner's (1983) paraphrasing of Popkewitz, Tabachnick and Zeichner (1979) is a "matrix of beliefs and assumptions about the nature and purposes of schooling, teaching, teachers and their education that gives shape to specific forms of practice in teacher education" (p.3). Zeichner (1983) contends that all of the paradigms incluede "a sound liberal education and provisions for mastery of basic academic skills" (p.3). Each paradigm will be discussed briefly.

Behavioristic Paradigm

This paradigm is grounded in a "positivistic epistemology and behavioristic psychology" (Zeichner,1983,p.4). "Production" is the basic metaphor underlying this paradigm (Kliebard,1972). Tom (1980) further elaborates on teaching in this paradigm as an "applied science" and the teacher as an "executor" of the laws and principles of effective teaching. Teacher performance and competency is measured against explicit criteria. Further, this technical perspective of teacher education views the future teacher "as a passive recipient of this professional knowledge and plays little part in determining the substance and direction of his or her preparation program" (Zeichner,1983,p.4).

Personalistic Paradigm

This diverse paradigm employs a metaphor of growth (Kliebard,1972) and is grounded in a "phenomenological epistemology and perceptual and developmental psychologies" (Zeichner,1983,p.4).

Since the personalistic paradigm is a combination of a range of strategies, Zeichner (1983) has presented several assumptions common to these strategies. These are: (1) the promotion of "the psychological maturity of prospective teachers [with emphasis on] the reorganization of perceptions and beliefs over the mastery of specific behaviors, skills and content knowledge; (2) the behaviors of teachers and the environments they create are assumed to result largely from the particular meaning and purposes of teachers; (3) competence in teaching is equated with psychological maturity, however defined, and prospective teachers are encouraged to find their own best way to function as teachers; (4) the student [teacher] is viewed as an active agent in determining the substance and direction of his or her own professional education" (p.5). This paradigm stresses the process of "becoming" rather than the process of learning to teach.

Traditional Craft

Zeichner (1983) citing Floden and Larier expresses the view that "tacit", practical knowledge which is "accumulated largely by trial and error" provides the structure for the knowledge base of this paradigm (p.5). Since the "process of apprenticeship" is seen as integral to this paradigm, "prospective teachers are viewed largely as passive recipients of this knowledge and play little part in determining the substance and direction of their preparation program" (Zeichner,1983,p.5). It is through this "master apprentice relationship" that cultural knowledge is transmitted from the teacher to the novice (Zeichner,1983).

Inquiry-Oriented Teacher Education

The underlying theme of this approach to teacher education is the "metaphor of liberation, of freeing the intellect" (Garrison,1988,p.499). Through control of technical skill in teaching and critical inquiry, "questions about what ought to be done take on primary importance" (Zeichner,1983,p.6) in developing the teachers' capacities for "reflective action" (Dewey,1933). Feiman (1980) points out that the greater the prospective teachers' awareness of the consequences of their actions, the greater the probability of control and change. As Zeichner (1983) so succinctly states:

> The central question for both teacher educators and their students from this point of view is in determining which educational goals, educational experiences, and institutional arrangements lead toward forms of life that are mediated by justice, equality and concrete happiness...(p.6).

It has been argued that the inquiry-oriented process will enable teachers to actively participate in knowledge production and distribution rather than passively accepting and consuming the accepted knowledge base. It is the "problematic" approach to teacher-education programs that will encourage a dialectic that critically challenges, reformulates and challenges again (Foster,1986).

Zeichner (1983) concludes that the most common pattern in teacher education appears "to be an eclectic one which incorporates elements from two or more general orientations into a single program" (p.7). This flexibility of program development reflects the diverse perspectives of individuals in choosing the "priorities" that reflect one paradigm from another.

Models of Teacher Education

In choosing an appropriate model of teacher education the "priorities" of the program reflect the "educational ideology held by a particular teacher educator or teacher education institution..." (Spodek,1974,p.89). One only has to review the literature on teacher education to realize the controversy and debate surrounding this issue (Clark,1988; Hopkins,1982; Wideen & Holborn,1986; Zeichner & Tabachnick, 1981).

Depending on the model of teacher education chosen, greater or lesser emphasis may be placed on such priorities as "the meaning of technical skill, inquiry, and teacher development" (Zeichner,1983,p.7). A brief description of two models of teacher education will include an examination of their core assumptions and goals. The two models to be discussed are: the Concerns Based Model and the Critically Reflective Model.

The Concerns Based Model

The Concerns Based Model of teacher education is contingent on a "three phase conceptualization of teachers' concerns" (Fuller,1969, p.220). The three levels of concern Fuller posits are: self, task and impact. Self concerns reflect the student's "adequacy and potential to be successful" in the classroom as well as the student's potential to survive as a teacher (Hall,1987,p.41). Since student teachers often "wonder whether they will ever learn to teach at all" such issues as classroom control, evaluation, and control of subject matter are commonly mentioned at this level (Fuller & Brown,1975,p.38).

Task concerns reflect the day to day routines of the classroom and the frustrations often occasioned by the teaching situation. Hall (1987) succinctly sums up this concern when he states that student teachers "focus on the details of feeding, watering, draining and moving children" (p.42). Fuller & Brown (1975) further elaborate on these concerns when they discuss student teacher worries about working "with too many students or having too many non-instructional duties" (p.37).

Impact concerns, the last phase in the continuum, appear to be the most difficult to develop since it is in this phase that reflective thinking evolves. Hall (1987) notes that this concern results when "teachers begin to have more intense questions that deal with student achievement, the effects of their teaching on students, and how they can increase their own professional capacity" (p,42). Fuller also suggests that this model is developmental and often impact concerns do not appear until the more pressing self and task concerns are resolved (Hall,1987,p.42). She further postulates that education courses should be designed and sequenced to "address the felt needs of developing teachers as these needs occur" (Fuller,1975,p.41).

The Critically Reflective Model

It has been argued that student teacher programs must (Zeichner & Liston,1987):

> emphasize the preparation of teachers who are both willing and able to reflect on the origins, purposes and consequences of their actions as well as on the material and ideological constraints and encouragements embedded in the classroom, school and societal contexts in which they work (p.23).

Although the concept of reflection has been frequently mentioned in the literature, it is only recently that scholars have begun relating this concept more fully to teacher education. (Schon,1983,1987; Tom,1987; Zeichner,1986).

Since student teachers view the teaching practicum as a survival experience, it appears that the development of reflective skills tends to be sacrificed for immediate proficiency in the classroom (Fuller,1975,1969). Researchers and educational theoreticians have continued to express a need for the development of reflective inquiry in the education of student teachers. The ideas of Dewey, Van Manen, and Schon will be reviewed in this context.

Dewey, (1933) very early in his writings, had formulated concerns regarding the process of reflection. He distinguished between "reflective action", which involves a rigorous understanding of a belief and its resulting consequences and "routine action" which is guided primarily by tradition, external authority and circumstance. He further suggests that since reflection is such a specialized form of thinking its purpose is "to transform a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled, harmonious" (pp.100-101). It is an understanding of this paradox of knowing without acting and acting without knowing that the teacher educator must help the student teacher develop.

Dewey (1930) suggests three attitudes that are necessary if reflective action is to occur. These are: open-mindedness, responsibility, and whole heartedness. Open-mindedness involves the careful consideration of all points of view on an issue. This attitude of open-mindedness should anticipate a "critical appraisal" of the existing order within the schools rather than a total acceptance of this order. Following open-mindedness is responsibility which involves the consideration of the various consequences of certain actions. Responsibility, according to Dewey, must transcend the question of immediate utility. Although student teachers are often faced with the aspect of immediate survival in the classroom they must look beyond the immediate to encourage not only their own growth but also their students' growth. The last attitude, wholeheartedness, involves the analysis and evaluation of the purposes and consequences within the classroom setting. Through analysis and reflection a tentative solution is established by transforming a perplexing set of circumstances. According to Dewey (1933) reflection:

> emancipates us from merely impulsive and merely routine activity...enables us to direct our actions with foresight and to plan according to ends-in-view, or purposes of which we are aware...It enables us to act in deliberate and intentional fashion to attain...what is now distant and lacking (p.17).

It is this reflective state that the student teacher must strive for in the process of "becoming" a regular classroom teacher.

Reflective teaching and the quality of enquiry appears to be essential, particularly in developing and understanding a critical orientation to teaching. Zeichner and Liston (1987) enumerate several authors, among them Van Manen, Tom, Fenstermacher and Berliner who discuss levels of reflectivity in one form or another. Considering the similarities amongst the four authors only Van Manen's levels of reflectivity will be reviewed.

The pervading theme throughout Van Manen's (1977) discussion is practical action. At each level practical action is established according to the criteria for choosing alternate solutions to problems. Level I, or technical rationality, is driven by "an instrumental preoccupation with techniques, control and with, means-ends criteria of efficiency and effectiveness" (p.209). Zeichner (1982) states that: "this is the level that characterizes the concerns and perspectives of many education students during student teaching...." since these "ends, techniques, control" etc. are accepted as given and once these are achieved student teachers appear to suspend "open-mindedness."

The second level of reflectivity described by Van Manen (1977) is:

> based on a value commitment to some interpretive framework...The practical then refers to the process of analyzing and clarifying individual and cultural experiences, meanings, perceptions, prejudgements, and pre-suppositions, for the purpose of orienting practical actions (p.226).

At this level of reflectivity a debate regarding the "worth of competing educational ends" must be initiated (Zeichner, 1987,p.24).

The last level, critical reflectivity, involves a decision regarding the worth of various competing educational values. Van Manen suggests that at this level moral and ethical criteria are incorporated into the practical action. Student teachers must attempt to incorporate their goals with the larger societal goals which continuously impinge on the classroom situation.

Encouraging debate over "what is right and not merely over what is efficient becomes essential" (Zeichner & Teitelbaum,1982,p.104). Teacher educators must look beyond the technical aspects of teaching to the more consequential issues.

The most recently debated writings regarding the nature of reflection in teacher education have been attributed to Donald Schon (1983,1987). Schon uses a combination of Dewey's ideas and the "Meno paradox to explain his concept of the reflective process" (Grimmett,1988,p.8). In explaining his theory Schon distinguishes between the actions of the practitioner and theoretical thinking or what he calls technical rationality. Schon further suggests that the actions and reflections of the practitioner (the classroom teacher) are the essential components in creating meaning in the classroom situation. He speaks of two types of professional knowledge. These are: reflection-in-action, which encompasses on the spot experimentation and reflection-on-action which is "action planned on the basis of post hoc thinking and deliberation" (Grimmett,1988,p.9). Both these types of reflection involve experimentation through problem setting and problem solving. This process of experimentation involves what Schon describes as a "conversation" with the problem situation. The reflective exchange in the "conversation" includes framing, reframing, listening, practicing, listening again and reframing once again. Therefore the development of an understanding of the different aspects of particular practical situations involve this continually changing process.

Understanding, however, demands experimentation, but how as a student is one to experiment, since execution and learning are developed simultaneously. This double burden Schon likens to the "Meno" paradox:

> It [the Meno paradox] captures the very feelings of mystery, confusion, frustration and futility that many students experience in their early months or years of [professional] study. He [the student] knows he needs to look for something but does not know what that something is. He seeks to learn it, moreover, in the sense of coming to know it in action. Yet, in the first instance, he can neither do it nor recognize it when he sees it. Hence, he is caught up in a self-contradiction: "looking for something" implies a capacity to recognize the thing one looks for, but the student lacks at first the capacity to recognize the

> object of his search. The instructor is caught up in the same paradox: he cannot tell the student what he needs to know, even if he has words for it, because the student would not at that point understand him (1987, p.83).

In accordance with Schon's concept of the reflective practitioner, "action" becomes the catalyst for reflection and the student willingly "suspends his disbelief, to give the teacher's suggestion a chance" (Schon,1987,p.87). It is through the process of taking risks and making decisions that teachers begin to develop a sense of "competence, control and confidence that characterizes professionals" (Grimmett,1988,p.11).

The basic purpose of Schon's writings was to describe how the practitioner developed this sense of "competence, control and confidence" in the practice setting. He addresses the ongoing issue of theory versus practice and he suggests that the competent practitioner must develop a reflective approach to teaching and educational practices. He states that "through advice, criticism, description, demonstration, and questioning, one person helps another learn to practice reflective teaching in the context of doing" (Schon,1987,p.19). Shulman (1989), and Fenstermacher (1989) have questioned the disparity between technical rationality and Schon's reflective approach, often suggesting that these two principles are not competing but rather that one provides continuity for the other (theory to practice). Schon, however, prefers to place his emphasis on the "practical judgement that teachers use to guide their actions in various practice settings" (Erickson,1988,p.200). He uses case studies or carefully documented stories to "provide student teachers with potential interpretive frames that could be "tested" in the course of their own practice" (Erickson,1988,p.201). This testing would encourage the student teacher to become:

> engaged in a kind of reflective transformation of experience. They [would engage] in a kind of "seeing" and "doing" as seeing their own situations as a version of one they had observed, doing in their own situation as they had seen the PDP people do...they [would be] engaged in a process of metaphor, carrying a familiar experience over to a new context, transforming in that process both the experience and the new situation (Schon,1987,p.25).

Schon demands a greater involvement of teachers in all areas of teaching including teacher preparation. He underlines the need to involve teachers through cooperation and collaboration in research thus providing a means for them to become informed regarding their "practice" and assumptions about the meaning and intent of education.

Coaching

Although the concept of coaching and particularly "peer" coaching has been applied mainly to inservice education, Joyce (1980) at a conference at the University of Alberta emphasized the importance of coaching in both preservice and inservice training:

> It is crucial that an environment be created which is sufficiently supportive to maintain the teacher until he is able to add the new strategy to his repertoire.

> This really means that every teacher needs to be an expert coach (p.3).

The implication of this notion for the cooperating teacher/ student teacher relationship would appear to be similar to one emphasizing peer relationships. According to Fullan (1982) if educational change is to occur, three factors must be fulfilled; first, change must be meaningful, second, it must be supported through implementation and third, teachers must accept ownership of it. If these factors are fulfilled "change" as in the transfer of new skills can be accommodated. Joyce and Showers, after a great deal of research, felt that coaching might be a partial solution to this "transfer" problem. Joyce and Showers (1980) suggest two purposes to inservice/preservice training; "learning new skills" and "fine tuning" skills already learned (p.380). They established four levels of impact ranging from: the lowest level of awareness of cognitive knowledge; to a familiarity with concepts; to a capability of using the knowledge for action, and last, to an application of problem-solving. Schon (1987) also discusses the students' growth as they participate in the practicum, however he does not identify specific levels of impact. Showers, Joyce & Bennett (1987) also indicate four major components of training. These include: presentation of theory, demonstration of the new strategy, initial practice in the workshop, and prompt feedback about their efforts (p.79). The authors (1987) state that:

> Combinations of four components (theory, demonstration, practice, and feedback) appear necessary to develop the levels of cognitive and interactive skills that permit practice in the classroom. For most teachers, even combinations such as demonstrations along with the study of theory do not appear to produce high enough effects to sustain classroom practice, unless they also have the opportunity to practice in the training setting (p.85).

Other factors also contribute to the development of instructional techniques (Joyce & Showers,1982, Mohlman, Sparks & Bruder,1987). It would appear that ongoing, significant interaction must occur at a personal level if skills are to be developed. Three techniques of transfer are discussed by Joyce and Showers (1982) in addition to coaching:

> 1. Forecasting the transfer process throughout the training cycle;
> 2. Reaching the highest possible level of skill development during training;
> 3. Developing "executive control", that is a "meta understanding" about how the model works...how it can be adapted to students (p.6).

The first technique of forecasting appears similar to Schon's reflections on the "Meno" paradox. Grimmett (1987) eloquently describes the dilemma faced by the student teacher:

> The paradox of learning consists in a student not understanding what he or she needs to learn and yet only being able to begin the process by acting as if he or she understood. This "launching out" is a necessary precursor to knowing that something exists and to knowing how something functions. This preliminary step is neither blind nor certain; rather it is steeped in the kind of experiential doubt and perplexity that a person's mind inevitably seeks to resolve (p.8).

From this "doubt and perplexity" comes mastery of the skill through demonstration and practice. Here again, Schon's (1987) "Follow Me" model of coaching appears to represent this next step to mastery (p.212). This model of demonstration and imitation demands that the students follow, however, in doing so the students construct their own performances. The last technique of transfer, "executive control" provides the student with complete mastery of the skill thus providing the student teacher with "the intellectual scaffolding necessary to understand the skill and its appropriate use and to discriminate elements of the skill from one another" (Joyce & Showers,1983,p.7).

Several other important aspects continue to reappear in the literature regarding coaching. Little (1987) discusses six principles of advising, the first of which, common language, is similar to Schon's references to dialogue (p.35). Schon (1987) also encourages the development of "a particular kind of dialogue" (p.101). He indicates that three essential features of dialoguing appear necessary in establishing a rapport between the coach and the student. The dialogue "takes place in the context of the students' attempts to design; it makes use of actions as well as words; and it depends on reciprocal reflection-in-action" (Schon,1987,p.101). It is through this interaction and developing common language that a more reflective practitioner evolves. According to Schon (1987);

> In this process several kinds of learning are interwoven. The student learns to recognize and

> appreciate the qualities of good design and competent designing, in the same process by which she also learns to produce those qualities. She learns the meaning of technical operations in the same process by which she learns to carry them out. And as she learns to design she also learns to learn to design - that is she learns the practice of the practicum (p.102).

Students are being taught the art of becoming reflective practitioners, a necessary step if they are to eventually develop the skills necessary to deal with the real world. Coaching according to Wildman and Niles (1987) must go beyond teaching as a technical process to stress the "theme of teacher as a reflective practitioner" (p.26).

Knowledge Embedded in the Practice of Teaching

Research in education has investigated relationships involving classroom management, questioning strategies, academic unit time, use of praise, reinforcement feedback etc. however, very little appears to have been done regarding the knowledge embedded in the actual practice of teaching and how that knowledge is transferred to the student teacher (Gilliss,1987; Barnes,1989). Since research in teaching has tended to focus on the technical rational paradigm, "findings" have been difficult to apply because of the widening gulf between theoretical knowledge and practical knowledge (Russell,1989). Schon (1987) very ably comments on this disparity when he states:

> Technical rationality holds that practitioners are instrumental problem solvers who select technical means best suited to particular purposes...But as we have come to see...the problems of real-world practice do

> not present themselves to practitioners as well formed structures...but as messy indeterminate situations (pp.3-4).

What's missing are systematic observations of these "messy indeterminate situations," how they are resolved and how this knowledge, embedded in expert teaching, is developed with the student teacher. Since there is a "growing recognition among researchers that teaching is not a linear process of transmitting knowledge from the teacher, or from educational materials to [student teachers], it becomes necessary to develop an understanding of practical and theoretical knowledge and to describe aspects of that practical knowledge (Barnes,1989,p.14).

Practical/Theoretical Knowledge

In discussing the relationship between theoretical (knowing that) and practical (knowing how) knowledge, authors such as Polanyi (1967), Russell (1987), Barnes (1989) as well as Schon (1983,1987) have suggested that there is a growing disparity between the theoretical knowledge base taught at Universities and the application of that knowledge base in the classroom. Since practical knowledge can be accumulated without a theoretical base, student teachers often question the validity of the lectures, discussions and written assignments expected of them at the University (Joyce & Clift,1984,p.5). As Schon (1987) suggests many "educators express their dissatisfaction with a professional curriculum that cannot prepare students for competence in the indeterminate zones of practice"(p.11). It would appear that some practical knowledge eludes scientific description. As Dewey (1974) so aptly stated:

> [A student] has to see on his own behalf and in his own way the relations between means and methods employed and results achieved. Nobody else can see for him, and he can't see just by being "told" although the right kind of telling may guide his seeing and thus help him see what he needs to see (p.151).

Therefore, it is necessary to develop an understanding of the practical knowledge, "what teachers know how to do", and how that knowledge is taught in the practicum (Russell, 1988,p.127).

Knowledge Embedded in Expertise

Polanyi in The Tacit Dimension (1967) describes one category of tacit knowledge similar to "knowing-in-action" as described by Schon (1987,p.5). Both represent "constructions" that are "always attempts to put into explicit symbolic form a kind of intelligence that begins by being tacit and spontaneous." Lortie (1977) has compared tacit knowledge to a process of "imitation" where the student quite unsuspectingly takes on the ways of others (p.64). Russell (1988) suggests that two components are essential in learning to teach; observing and direct personal experience. Experience as conceived by Benner (1984) in From Novice to Expert "results when preconceived notions and expectations are challenged, refined, or disconfirmed by the actual situation. Experience is therefore a requisite for expertise" (p.3). Polanyi's second category of tacit knowledge explains the disparity in the proficiency displayed by the student teacher and the cooperating teacher. The cooperating teacher has established many "tried and true" routines that may have, at one time, been explicit. It is these internalized routines the cooperating teacher draws upon in novel situations that give shape to specific forms of practice (Popkewitz,et al,1979). The student teacher, in contrast, "must rely on conscious, deliberate, analytic problem solving of an elemental nature" (Benner,1984,p.3).

The last category of tacit knowledge Polanyi described is "usually non-verbal but can, with conscious reflection, be retrieved to test against other knowledge" (Solomon,1987, p.4). This category is very similar to Schon's reflection-in-action. Since reflection-in-action is practitioner based, on most occasions, our tacit understandings or knowing-in-action helps us function successfully through the day (Schon,1987,p.26). There are occasions, however, when this knowing-in-action produces a surprise response. When this occurs surprise leads to reflection and through this critical reflection the practitioner develops restructuring "strategies of action, understandings of phenomena, or ways of framing problems" (Schon,1987,p.28). The goal of teacher educators must be to develop this process of knowing-in-action to one of reflection-in-action since "teaching is seen as ambiguous and complex work requiring judgement, action and the capacity to reflect and revise decisions on the basis of one's observations and insights" (Barnes,1989, p.14).

To this end it is essential that teachers begin to record and document what they learn from their classroom experiences. Far too often educational researchers have impacted on classroom situations without fully understanding the implication of their research. Furthermore, if adequate teacher education programs are to be developed, it is necessary that cooperating teachers become involved in understanding and describing the practicum experience of the student teacher. Perhaps through this systematic recording of the "practical" knowledge base, a better understanding of the theoretical knowledge base will result.

Conceptual Framework

Given that the purpose of the study is to describe the strategy of the cooperating teacher as it relates to the student teacher, an approach based on interpretation of meaning is necessary. In order to understand the cooperating teacher's strategy it will be necessary to understand the four aspects as defined by Katz (1974) which are incorporated in a teaching strategy. These include, "a role definition, a teaching style, teaching techniques, and [a] professional identification" (p.5). In other words, the resulting findings will develop from a series of semi structured interviews with three cooperating teachers and their students. The study will parallel the findings in the literature concerning how "practical" knowledge is learned but the literature will guide rather than direct the study. First the researcher will attempt to discover whether the cooperating teacher has developed, through reflection or other means, a conscious understanding of his/her own classroom strategy. This "conscious understanding" of a classroom strategy is the basis for the cooperating teacher's expertise. The questions that follows are: What kind of a teacher do we want to develop? and How does the cooperating teacher teach the student teacher this strategy? Which tools (questioning/reflection techniques, demonstration techniques, practical experience techniques) reflect the cooperating teacher's method of teaching this strategy to the student teacher? If the cooperating teacher's goal is to develop a critically, reflective practitioner it would appear that three basic steps are involved in the restructuring of this "conscious" teaching strategy with the student teacher. The first step involves the cooperating teacher modelling an appropriate classroom strategy with interpretation from the student teacher. Similarly, the student teacher would "practice" teach in the classroom with interpretation from the cooperating teacher. Finally, the cooperating teacher would confer directly with the student teacher and both participants would offer interpretation of the interaction. A further examination of the resulting impact this process has on the cooperating teacher will be studied and finally a corroboration with the student teacher should indicate the congruence of meaning attained and the level of development of the strategy. A diagrammatic representation of the study might appear as follows:

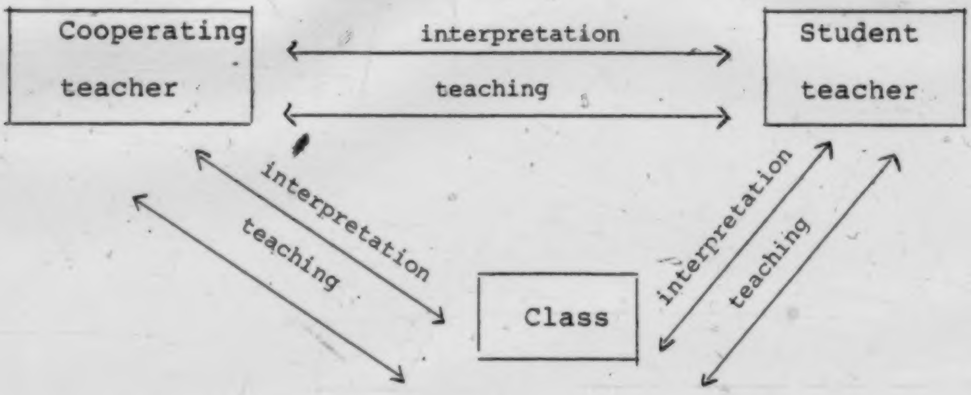
Cooperating teacher
interpretation
teaching
Student teacher
interpretation
teaching
Class
interpretation
teaching

Figure 2.1
A Diagrammatic Representation of the "Cooperating Teacher as Instructor"

Conclusion

The purpose of this chapter was to develop a theoretical review of related literature concerning paradigms of teaching, models of teacher education, coaching, and the development of practical knowledge embedded in the actual practice of teaching. The focus of the chapter was upon the cooperating teacher, the strategy which incorporates "a role definition, a teaching style, teaching techniques, and a professional identification" the cooperating teacher develops and how that strategy can be taught to the student teacher.

Four sections were used to organize the chapter. First, teaching paradigms were discussed in order to establish a framework for the development of a teaching strategy. Second, two teaching models relevant to the classroom situation were described and explained. These included: The Concerns Based Model and The Critically Reflective Model. Third, a section describing and discussing Coaching was included. The last section attempted to develop an understanding of how the practical knowledge embedded in the actual practice of teaching is learned by the student teacher. To conclude, a conceptual framework is used to identify the aspects of the strategy and possible teacher activities identified in the literature which will guide the study in describing the process teachers use in helping students construct their own classroom strategy and develop an expertise in the actual practice of teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this study was to understand the strategy of the cooperating teacher in educating the student teacher about effective classroom teaching. Three cooperating teachers were identified and interviewed to discover whether the cooperating teachers had developed through reflection or other means, an "explicit understanding" of their own classroom strategy and a method for developing this strategy with student teachers. The teaching strategy was defined as incorporating "a role definition,a teaching style,teaching techniques,and [a] professional identification" essential to effective teaching (Katz,1974,p.57).

This chapter includes three major sections; research design, research methodology, and a discussion of credibility.

Research Design

This study can best be described as interpretive in nature, with the intent of developing insights into the experience of three cooperating teachers in choosing and using an effective strategy in guiding their student teachers through an eight week practicum experience. A qualitative approach was used to collect data that would further enhance understanding of how the cooperating teachers structured their classroom realities. Semi-structured interviews were used in the collection of data. These interviews were conducted with three cooperating teachers in order to examine their perceptions regarding the development of a teaching strategy with three student teachers. Interview questions were developed and used as a guide to provide some structure to the interview.

In using an interpretive framework and qualitative methods it is necessary that the researcher develop an understanding of "human interaction in all its complexity" (MacKinnon,1987,p.16). Owens (1982) further states that "one cannot understand human behavior without understanding the framework within which the individuals under study interpret their environment" (p.5). Bogdan and Biklen (1982) outline five characteristics of qualitative research:

1. Qualititative research has the natural setting as the direct source of data and the researcher is the key instrument.
2. Qualitative research is descriptive.
3. Qualitative researchers are concerned with process rather than simply with outcomes or products. How do people negotiate meaning? How do certain terms come to be applied? How do certain notions come to be taken as part of what we know as "common sense"?
4. Qualitative researchers tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypothesis they hold before entering the study; the abstractions are built as the particulars that have been gathered are grouped together.

5. Meaning is of essential concern to the qualitative approach (pp.27-28).

The research design used in this study corresponded closely to the five characteristics listed. Since the researcher interviewed the cooperating teachers over a period of eight weeks it could be argued that the researcher came to understand and explain the participants' world as they might describe it. In describing the participants' world, however, the researcher realized the necessity of also maintaining an overall perspective of the research situation. Since a descriptive study seemed to best suit the research situation all interviews were semi-structured therefore allowing for a great deal of flexibility. As Gay (1987) states "typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures" (p.189). Once the material had been collected it became rather evident that the data analysis must be inductive since each cooperating teacher expressed her "view of the world" from a "different perspective." It would appear, then, that this study falls into the category of qualitative research as defined by Bogden and Biklin (1982).

Pilot Project

Upon reflection regarding the development of the thesis, it became evident that many factors contributed to the final document. One of these was a pilot project completed during the term. In hindsight, two major areas of growth emerged from the pilot study. These are personal growth and professional growth. The former is an appreciation of process while the latter is an appreciation of the role of the researcher.

In terms of personal growth, the task of analyzing two transcripts required an in-depth examination of the interview material that became all consuming. This type of in-depth analysis requires continuous and careful examination of the transcripts. In my case, not only was I analyzing my transcripts but I was also interviewing my participants. This process of analyzing and interviewing provided some interesting insights as well as some difficulties.

The first difficulty I encountered was labelling the categories. The key words I had listed in the margins were extremely helpful but I found, for example, that ideas such as "growth through reflection" and "evaluation as reflection" kept cropping up in the same category and writing this category became very difficult. After a great deal of thought I decided to call the category "Growth through the evaluative process" thus incorporating the two aspects "growth through evaluation" and "growth through reflection." It was at this point that I realized how important member checks were in maintaining credibility. Even though my colleagues didn't always agree with my ideas, they were certainly able to add suggestions and insights to my analysis.

A second major difficulty arose after the transcripts had been analyzed and my categories did not relate to the original questions in the problem statement. It became evident that the categories "clustered" into three broad areas rather than falling neatly under my questions. On discussing this aspect of my categorization with colleagues, they assured me that this was quite appropriate, suggesting perhaps that my later research would add further insight into this process. My instructor also assured the research design class that research doesn't always fall into nice, neat little categories. Even though I attempted to define and name the categories by abstracting major concepts, I noticed a great deal of overlapping. I wondered at this point if I had spent sufficient time defining and developing my categories. Perhaps what was necessary was a more accurate description of the categories to help in defining parameters that are more suitable.

A third area of concern arose regarding the questions and techniques of questioning. During a second interview with a cooperating teacher I became keenly aware of how easily I could have influenced the data. I noticed from my transcripts that I became much more careful about editorializing during the interviews. My interviewing techniques improved since the cooperating teachers did most of the talking, often remembering ideas and insights after the taping had stopped.

Another area of concern related to the grounding of categories to the research. According to Powny and Watts (1987), it is advisable to use more than one quote in grounding the idea in the category to the research (p.167). This was not possible with my two pilot interviews, however, I expected more effective grounding to occur after all my interviews were completed. A second concern also developed when a colleague and I discussed the relevancy of our data to our categories. Were we forcing the data or were our choices appropriate? We felt we were objective but as the writing continued I appreciated the fact that the teachers, my colleagues and a committee member would be reading my transcripts and offering advice. In rereading Powny and Watts (1987), I noticed they talk about "analysis [as] a reconstructive and not a reproductive process" and I wondered if I was being very creative and "reconstructing" or simply "reproducing" what I had observed? (p.162). In retrospect I realize that "categorizing" is not easy by any stretch of the imagination and especially not if you're inexperienced and insecure about defining, describing and analyzing your data.

A final area of concern involved the identification of my themes. Although I identified three themes in my analysis prior to writing up the categories, I did not feel that I could substantiate each by grounding them in the categories. I believe that the theme "growth" cut across all the categories and perhaps should be discussed in terms of all three participants, the students, the student teacher, and the classroom teacher. Another aspect of growth that might apply here was the professional and personal growth of the student teacher and the cooperating teacher. I also believed that "commitment" might apply since the cooperating teachers discussed "working hard" and evaluation for a better product. However, more information was needed in order to see continuity between categories. The third one, "survival" I believed was a category and not a theme at all. I was sure, however, that other themes would surface as I completed and categorized the interviews.

This mini research project also furthered my professional growth. At the beginning of reflections I discussed insights and difficulties and it appeared that many of my insights developed by working through the assigned tasks, encountering problems and coming up with solutions. The most fundamental insight arising from this study is that I, as a researcher, must remain unbiased and as objective as possible in analyzing my material. I believe that for me a number of activities culminated in the writing of the pilot project. Classroom dialogue and professor guidance have been essential in providing me with insights into the "process" and "analyses" involved. The experience of the "observation and interview project" was invaluable in providing some background for categorizing and developing themes. The interview was also another stepping stone in developing more acceptable interviewing techniques. Overall, each task seemed to be designed to improve insight. To develop and distinguish between the "looking" and the "seeing" or as Powney and Watts (1987) say to provide insights into the "reconstruction" rather than just "reproducing" (p.162).

Research Methodology

Data Sources

Since the researcher was unable to access cooperating teachers easily, she contacted Dr. Neufeldt in Field Services at the University of Alberta. He, in consultation with one of the practicum associates, supplied a list of six teachers who might be willing to participate. One of the criteria used to select teachers was their willingness to relate and to share their experiences with the researcher. Each of these people had a minimum of five years of experience and all six were participating in a special pilot project entitled "Practicum Alternatives for Collaboration in Teaching" (P.A.C.T. 330) for an eight week practicum experience. Since there was a considerable time commitment involving the interviews, each of the participants was fully apprised of the involvement. Starting at the top of the list, teachers were contacted by phone and the thesis research was explained: the teachers were then asked to volunteer. The first three teachers contacted willingly agreed to participate.

Data Collection

The data collection for the study developed in four separate stages. There was a pre-practicum interview, mid-practicum interview and post-practicum interview for all three cooperating teachers as well as a single post-practicum interview for each student teacher.

Once the cooperating teachers had been identified by field services the researcher proceeded to contact each one by telephone and interview dates were established.

The Interview

The three teachers who consented to be interviewed were pleasant and most cooperative. Two of the cooperating teachers were initially interviewed in their schools while the third interview was completed in my office at the university. All the interviews were taped. Although the interviews were semi-structured to allow for probing where necessary, each interview was preceded by an informal chat regarding its purpose and an explanation of the confidentiality and anonymity aspects involved.

Once the tape recorder was turned on I usually began with informational questions. Each of the three cooperating teachers had taught for over 20 years and they had a combined total of 40 student teachers between them. All three teachers were very cooperative throughout the three interviews and they made every effort to answer the questions fully and often did not hesitate to ask for clarification when questions were not understood or appeared vague. It is interesting to note that often after the formal interview had been completed, topics concerning the cooperating teacher/student teacher relationship arose spontaneously and the researcher taped segments of these conversations that appeared relevant. Bogdan and Biklen state:

> Interviews...maybe the dominant strategy for data collection, or...In all of these situations the interview is best used to gather descriptive data in the subjects' own words so that the researcher can develop insight on how subjects interpret some piece of the world.

The taped interviews appeared to fulfil this requirement.

Data Analysis

Since the material used for this study is written material, content analysis using the "grounded theory" approach of Glaser and Strauss was employed. Parker and Gehrke (1986) refer to the process of grounded theory by stating:

> In general, before hypotheses are defined, data are collected, coded, analyzed, and arranged into theoretical categories and their properties. Then, the categories and properties are analyzed to develop working hypotheses and provide direction for the next stage of data development (p.228).

Bogdan and Biklen (1982) state further that:

> Theory developed this way emerges from the bottom up (rather than from the top down), from many disparate pieces of collected evidence that are interconnected. It is called grounded theory (Glaser & Strauss,1967). As a qualitative researcher planning to develop some kind of theory about what you have been studying, the direction you will travel comes after you have been collecting the data, after you have spent time with your subjects. You are not putting together a puzzle, whose picture you already know. You are constructing a picture which takes shape as you collect and examine the parts (p.29).

The researcher initiated this process of analysis by transcribing all interviews. The transcribed material was then returned to each participant to ensure its intent and accuracy. The process of "saturation" as identified by Glaser and Strauss was then initiated. They describe the process as establishing categories and identifying interrelationships (Parker & Gehrke,1986,p.288). In order to ensure that no new understandings could be gleaned from the data by further coding, the researcher again reread the material checking the labelling to ensure nothing had been missed. Once the categories had been identified they appeared to cluster together into three broad areas.

The three areas identified are the philosophical understandings of cooperating teachers, the techniques used to teach student teachers, and the "Crossing Over Your Desk", the process of becoming a teacher. From these three broad areas 16 categories and five themes emerged. Parker and Gehrke (1986) in paraphrasing Glaser and Strauss suggest that at this stage the:

> delimiting phase...enabled us to narrow the focus of the emerging theory while increasing its parsimony and scope. This phase stretches the analyst's ability to be theoretically sensitive, that is to integrate emerging categories meaningfully and to discern the theoretically central from the peripheral, and the salient from the trivial (p.232).

Both categories and the themes were discussed at this point with a peer consultant to aid the researcher in discerning the "central from the peripheral and the salient from the trivial" (p.232).

Trustworthiness

Every effort was made to ensure this research is credible, dependable, and as transferrable as possible. Homans as quoted in Field and Morse (1985) lists six variables used to evaluate a qualitative study. He states:

> Six variables...should be used to evaluate the adequacy of a qualitative study. These are time, place, social circumstance, language, intimacy and consensus. These relate both to the conditions under which that data were gathered and the homogeneity amongst the information gained from individual informants. In discussing the criterion of time Homans notes that the observer must spend sufficient time in the setting to enable adequate contacts to be made and to establish rapport with informants.
>
> The criterion of place refers to the fact that the closer the researcher is to the people he studies the more accurate will be his interpretation of the situation. However, care must be exercised in that the researcher must avoid becoming so much a part of the group that objectivity is lost. The criterion of social circumstance is discussed later and refers to the variety of reported situations in which the behaviour is observed.
>
> The fourth criterion of language maintains that the more familiar the observer is with the language of the

> participants the greater the accuracy of the interpretations. Similarly, the greater the degree of intimacy that the observer establishes with the informants the more accurate will be the observations until the researcher reaches the stage of "going native," which again results in a loss of objectivity. The final criterion is that of consensus, the more the observer confirms the expressed meaning of the informants with other informants the greater the accuracy of the interpretations (pp.117-118).

In order to ensure the condition of time the researcher interviewed each participant on three separate occasions, thus allowing them adequate opportunity to discuss issues as well as verify, correct and elaborate all transcribed material. As Lincoln and Guba (1985) state, "the comprehensive member check is thus of critical importance to the inquirers, the respondents and the consumers of the inquiry report" (p.374). Student teachers, although only interviewed once, were given the same opportunities to verify, correct, and elaborate their interview material. The researcher took great pains to ensure the accuracy of intent of the transcribed interview. Peer debriefing was also a strategy used during the study. This strategy involved opportunities for the researcher to test developing hypotheses through consultation with colleagues on a continuing basis.

In order to ensure the criterion of place the researcher conducted most of the interviews at the schools where the teachers work. Since the researcher has also acted as a cooperating teacher and a faculty consultant she was able to become involved in the interviews while still maintaining an air of objectivity throughout the process. This experience, however, also permitted the researcher to speak and understand the language of the participants thus allowing for more precise and accurate "interpretations of the situation." After the first interview the three cooperating teachers appeared to be sufficiently comfortable, on and off tape, to present their feelings and understandings regarding their particular situations with student teachers. This fact became evident when cooperating teachers did not feel intimidated by further "tapings" even though the interview had officially ended. The last criterion mentioned was that of consensus. It became evident that not only did cooperating teachers confirm each other's meanings but the student teachers also corroborated the "accuracy of interpretation."

Great care was also taken to ensure the establishment of an audit trail. An audit trail allows an external auditor to examine the process of data collection and interpretation. According to Lincoln and Guba (1985) the external auditor may be useful in "establishing levels of dependability and confirmability (and, as an option, secondary assessment of the level of credibility)" (pp.378-379). An audit trail was built for this project by maintaining the availability of the actual tapes, the transcripts, and the materials used in coding and categorizing the data. Therefore to ensure credibility, dependability, and transferability Homans's six variables along with member checks and an external auditor were used to continuously determine the accuracy of the data.

This chapter has presented the research design used along with a brief description of the pilot study. Further the methodology served to describe the process undertaken. A discussion of trustworthiness concluded the chapter.

CHAPTER FOUR

ANALYSIS OF THE INTERVIEW DATA

Introduction

The purpose of this analysis was to develop categories which will help identify a strategy for the effective cooperating teacher. Further, this strategy should incorporate"a role definition,a teaching style, teaching techniques,and [a] professional identification" (Katz,1974,p.57). In addition, this analysis helped determine if in fact a strategy was restructured from the student teachers' understandings of their view of teaching. The analysis will be presented in three parts since the categories clustered together into three broad areas. These three areas encompass the philosophical underpinnings of cooperating teachers, the techniques used by cooperating teachers, and "crossing over your desk." Many similarities became rather evident when discussing the philosophical understandings of the cooperating teachers. Five of these similarities were identified and will be discussed under headings including teacher responsibility, academics, enthusiasm for teaching, and expectations for student teachers and for themselves. The second large area discussed techniques used by cooperating teachers in guiding the student teachers in the restructuring process. Classroom management, scripting, modelling, cooperative teaching and evaluation were all identified and will be discussed. The last large area to be discussed "crossing over your desk" encompasses the process of becoming a teacher, in other words the controls imposed on the student teacher by the cooperating teacher to achieve this process and the critical factors necessary after "Letting Go" of the student teacher.

Philosophical Understandings of Cooperating Teachers

When the cooperating teachers were asked to explain how they viewed teaching or "what" teaching meant to them, five basic categories emerged from the research: first, the teacher's responsibility to the students; second, academics; third, enthusiasm for teaching; fourth, expectations regarding students and student teachers; and last, teacher expectations.

Responsibility to Children

Throughout the interview three basic ideas developed from the teacher's responsibility to the students. All three teachers agreed that the student "was the most important person in the classroom," the student must "profit" from the teaching experience, and the student must develop a "caring relationship" with the teacher.

This belief in a "child centered" education impacted on the teachers in various ways. One teacher remarked that in her classroom "the kids do [all the activity] and [she's] kind of a facilitator," rather than an instructor. She continually stressed that in her classroom the children learned through involvement in activities. Another teacher stated that "we are thinking of the students as Number 1 and what is best for them." This idea of "what is best for them" is expressed in another way by the third cooperating teacher through her discussion of a classroom situation. She reinforced the idea that the teacher must "be aware that the children have needs...so why embarrass them [rather] become aware of individual differences and honor those differences." This teacher also believed that her actions must never impact negatively on the students. As one teacher remarked "I figure if there's something wrong, I should know about it...if I'm doing something wrong in the class then the children are not profiting from my teaching." The assumption being that if the children are not profiting we are not doing "what is best for them." This belief is also expressed when the teacher undertakes the role of the cooperating teacher.

> I don't usually let them go on if I see that there's a mistake being made, or something is being taught that shouldn't be. I may stop them, and they are aware of this...I'm not intimidating them, I'm not belittling them, it's simply that we are thinking of the students ...and what is best for them.

This dual responsibility to the student and the student teacher clearly accentuates the philosophical understanding of what is best for the student. In this situation, what is best for both the student in the classroom and the student teacher is accommodated. First, the teacher reteaches the concept to correct any misunderstanding or misinformation presented to the students. During the reteaching, however, the teacher, now acting as the cooperating teacher, is also modelling appropriate techniques and methods for the student teacher and once again "what is best for them" (students and student teachers) is achieved. All three teachers appeared to have very little difficulty in accommodating to this dual role of teacher.

The three cooperating teachers interviewed also expressed the idea that the students must "profit" from the teaching experience. One teacher remarked:

> I would say making it a challenge for the kids as well as myself...because I don't want a class which is stagnant...that's the worst possible scenario in a class when they're just sitting there and listening to you instead of actively discussing or being involved.

The three teachers continually referred to the purpose of teaching each particular lesson. They continued to ask, "Why was this lesson taught?" "What did the children learn?" "Did I achieve my goal?" when they found that their students hadn't learned the lesson. One teacher in getting this idea across to her student teacher remarked:

> No, they didn't seem to get that [concept]. Let's try and rework the same thing [using] a different approach. Let's make sure they all get it...[let's] make sure that the students are actually learning and getting something out of it.

It would appear that not only are the students considered the most significant individuals in the classroom, but they also must "profit" from the situation if the teacher is to view herself as successful. One of the teachers explained this aspect of her philosophy to her student teacher when he had to discipline a particularly difficult child:

> You were right in sending him out, he cannot disturb the class but I said, try and talk to him [the student] after and tell him what he did wrong and why you had to do what you did and how he can fix it up.

It is not only the teacher's responsibility to teach the student but she must also show him "how to fix it up." Only a friend, however, would help you "fix up" a situation; therefore the teacher is also someone with whom a trusting relationship can be established.

> If the children realize that you actually do care about them they will forgive you many things. You know...if you say one word and mean another, they'll let you get away with that if they think you're really sincere and you really care...so I really think it's important that they know you're sincere and that you care about them ...it comes down to a grass roots way in the classroom. You go nowhere if the children feel you're not interested.

The three teachers felt a "heavy responsibility" which they took very seriously since they felt that the children they taught had "a right to have the best teacher in the classroom."

Academics

All three cooperating teachers, in discussing the structure of their teaching day, referred to the importance of teaching the academic subjects first thing in the morning, and "enjoying" the afternoon. One teacher remarked "the children are more wide awake and more alert. They're not as tired [in the morning] because sitting 5.5 hours in a little desk is a LONG time." Another of the teachers concurred when she commented:

> I usually like to keep the core subjects in the morning like language arts, math or writing. In the afternoon ...I usually begin with a story, I read a novel, we discuss it and talk about it, we enjoy it, rather than analyzing it, we enjoy it. The afternoon [involves] our other subjects, social studies, science...The day usually has...fun subjects...whether it's physical education or art or drama, one of those in a day, so there's variety, there's change.

The third cooperating teacher also expressed this view when she explained, "my preference is to do...math, reading, and language arts in the morning." It would appear that the core subjects, reading, language arts and math are associated with early morning "hard work" or analysis rather than "enjoyment" for these three teachers. Although the teachers felt that "flexibility" and "variety" was "a must" during the teaching day, other subjects like "art, social studies, science, physical education and music" were taught in the afternoon. All three teachers placed considerably more importance on the academic subjects, often planning their days to provide for the academic subjects first and the more social subjects later in the day. Variety and enjoyment of learning, however, were not overlooked in planning and organizing the school day.

> I try to vary whether they're working as a whole group, a small group or as pairs, or as an individual whether it's in a corner, at their desks in the hallway...We vary the settings, we vary the activities.

Even though this stress on academics is evident the teacher realized that "flexibility" is still a key concept to successful classroom teaching.

Love of Teaching

In discussing what teaching meant to them, the three teachers mentioned a love of teaching. This love of teaching was expressed in several ways through the idea of growth, commitment, and dedication. These three ideas were continuously linked to student and student teacher learning. The idea of growth was continuously reinforced by such statements as:

> It's a situation where you try and instill a love of learning within the students plus an independence of learning where they take responsibility for their own learning, [they] can establish their own goals and try to reach these goals and always try and move themselves from where they are to a higher level of learning and achievement. It's a cooperative effort,...it's you working with the students and that "working with the students" and that "joy of learning" are to me very important and I think if you haven't achieved that you're kind of missing the goals in education.

Growth, however, does not only apply to students, it also applies to the dual role of the teacher. It is through growth that the increased effectiveness of the classroom teacher/cooperating teacher is reflected on the student. One teacher stated:

> I myself had a chance to take a whole week course in effective teaching skills and I started using them myself in the classroom and the difference it makes in the children's learning is incredible.

Another of the teachers, when discussing the growth of her student teacher, suggested that in teaching we should remember to "break it down" making it easier for "them to swallow." She adds:

> You know you take it a step at a time, in ten years you're still adding things to your repertoire, you can't start at the level of some of us who've been teaching for years, it's a growth process.

This growth, however, appears to develop out of a self-confidence and dedication to teaching and to the student. As one of the teachers emphasized:

> If you're not a happy fulfilled teacher you can't transmit this to a student, so you have to have that self confidence and that sense of worth as a teacher.

Often the cooperating teachers shared concern for students when they stated, "kids have to end up somewhere you know, I just can't I can't [refuse] to work." They feel a sense of responsibility to their students, as another teacher stated, "It's you working with the students...and if you haven't achieved that you're kind of missing the goals in your teaching." So again and again they reinforce the philosophical underpinnings of their belief. A love of learning must be passed on, not only to the students in the classroom but also to the student teachers. One teacher was commenting on her responsibility to student teachers when she remarked:

> I try and help them [to] be able to learn to cooperate with students rather than taking the approach [that is best expressed as] well I'm a teacher now, I will tell you what to do. So they learn to have a cooperative atmosphere with their students and are able to love what you [the cooperating teacher] are doing and to be able to pass it on to your students. And to help them grow from where they're at to become better teachers...

Throughout the transcript such words as "to help the student, to aid, to assist, to encourage, you guide them, sharing with a student," continually appear, suggesting a commitment and dedication not only to the student in the classroom but also to the student teacher. As one teacher commented, "I give the same to all students and I know I've succeeded when I can help my students become 'independent learners' and to love learning." Teaching, to these teachers, appears to be much more than a job. It appears to involve a "responsibility" to all students; it involves a dedication to "pass it on" and it also involves growth or moving the individual to higher levels of thought processing.

Teaching as Involvement

One might ask how are these lofty goals of learning to occur? All three teachers agreed that involvement in teaching encompasses the ideas of the teacher as entertainer, injecting enthusiasm into the classroom and the joy of working with student teachers.

All three teachers suggested that teaching really is entertainment and that learning evolves through a process of teacher/student involvement. They all talked at length about keeping the students involved or "catching and maintaining" their interest. As one teacher so ably suggests:

> I really want to inject an enthusiasm and pizzaz into their teaching, you know skills first but now once you get these skills in place let's try and get a little of this going. Let's not put the kids to sleep you know.

Once again we see the importance of "skills" which appears to be separated from "fun", however, fun also appears to be an essential ingredient in the school day. Not only do they suggest that this enthusiasm and fun is necessary, one teacher equated teaching with entertaining when she said "entertainment is nothing more than the children being interested in what's going on up front." A second teacher concurred when she stated:

> I look at teaching as you're really an actor on stage, now some people may disagree but I feel you're out there with the intent "I'm going to be an entertainer and I'm going to get these kids eating out of my hand," you know it makes more sense.

This sense of entertaining or acting is also linked to developing excitement in the classroom. All three teachers talked about excitement as another tool for learning. The three teachers viewed excitement in the classroom as a pragmatic reality. Excitement to them is a "positive" aspect of the classroom, it aids in the transfer of knowledge and appears to determine what is successful in the classroom:

> You don't want the children to fall asleep, you know, if you're standing up there and you're not excited, they're not going to be excited. You know there's nothing wrong with them being excited so you're injecting that in as well.

All three teachers also reinforced the view that an "enjoyment of teaching" both students and student teachers often evolved from this "excitement" in the classroom:

> I'm always excited about getting student teachers because I find that they bring a fresh point of view to the classroom, they have ideas that I may never have thought of and they inject a little spark of excitement into my classroom, something new.

This fresh point of view was also specifically mentioned by another teacher when she remarked on the student teacher's way of approaching things. "I may have one way, they have another way that works great so I try it. They make me try new ways." Another of the teachers also reaffirmed this view when she remarked on how student teachers bring a "freshness, a newness, a novelty" to the classroom. "The kids couldn't possibly get bored when they have all this excitement around them all the time." This enjoyment according to the cooperating teachers is contagious and affects both students and teachers.

Teacher Expectations

The last aspect evident in framing the teachers' philosophies focussed on the expectations teachers had regarding the cooperating teacher/student teacher relationship. It became evident from the transcripts that not only do teachers have expectations of themselves regarding the progress of the student teacher, they also have expectations of the student teacher.

The major expectation the teachers have of themselves regarding this relationship is to develop a love of learning and to pass it on to your students. One teacher very eloquently described the expectation when she commented:

> [We have to] try and help them learn to cooperate with students...and to be able to love what they're doing and to be able to pass it on to [the] students. [We have to] help them grow from where they're at to become better teachers and to make them understand that this does not happen in one day, [or] in eight weeks,

> [because in] ten years down the road you're still hopefully going to be learning and developing your skills and becoming better at what you're doing...it never really finishes.

This cooperating teacher felt she could "pass on" this love of learning and this unique desire to continue to learn, to maintain a sense of curiosity since as she says "it never really finishes."

How is the teacher to accomplish such a worthy goal? The three cooperating teachers offered rather practical suggestions to encourage the student teacher's growth. The first, unconditional support to try new ideas or to experiment with new things was corroborated by one of the student teachers when she explained:

> I'd never have done a play, [but it] was a great success..it's wonderful to have someone [to help you] try these things out, that are so new [to you] and [to] know you have the support there. When it goes wrong she can say O.K. well this happened and explain.

Not only did the teachers supply unconditional support, they also provided a non-threatening climate in which to experiment. One teacher commented that the student teacher must understand that their first priority must always be the students. Once that concept is firmly established, learning for the student teacher can proceed in a non-threatening fashion since they too [the student teachers] also accept this premise and can act accordingly:

> We've been friends and we've shared jokes and laughter and they realize that there are going to be moments that are sticky and yet [they realize] that my number one concern is the children in the class and if something is hurting their growth they don't want it too...They want to be good teachers so once we've established that , they [student teachers] recognize my

> objectives and my priorities. Now we are friends and we trust each other but I think mostly I try and be non-threatening to them.

Out of this non-threatening, supportive atmosphere, the last area of growth, risk taking, can develop. The student teacher is continuously being encouraged to evaluate and change "what" and "how" they teach in order to further the growth of their students. One teacher remarked:

> Their willingness to take risks...and to look at their own evaluation of where they're going so they're able to say, "hey I'm not doing what I'm supposed to be [doing], so maybe I should do this." So they can start doing that [becoming independent learners] themselves.

The cooperating teacher strives to establish a "feeling of comfort, a feeling of security and a feeling of encouragement" with the student teacher in the hopes that this "positive feeling tone" will become part of the classroom climate. Along with this positive feeling tone, certain expectations are also established. The student teacher is expected not only to work as hard as the cooperating teacher but they must also show initiative and act positively on the teacher's suggestions:

> It is also very important that they are willing to take suggestions and act upon them and that they can take initiative and expand any ideas that they have and that they're willing to put in an awful lot of work. I do expect them to stay after school.

The students, however, are never set adrift on their own since the cooperating teachers realize that they are not "supposed to be everything to everybody, God's gift to the world." Quite the contrary, they are in the school to learn from the cooperating teacher, "to work on it together."

Conclusion

In summary, the philosophy of the three cooperating teachers interviewed stressed the importance of the student in the classroom. The cooperating teachers continually reminded the student teachers that since the students were their "number one" focus, that their needs must always be met. The teachers also valued academics and they all taught the core subjects in the morning although they had the flexibility to accommodate for timetable changes. They also reflected their love of teaching through the ideas of growth, commitment and dedication. The students' needs were constantly addressed and it appeared to be the teacher's responsibility to provide both the students and the student teachers with ample opportunity and experience to grow. Another factor influencing their philosophies was the idea of the teacher as "entertainer." They all felt that children can have fun and still learn; generally speaking they all felt that students must have fun in order to learn. A last factor involves the expectations that teachers have regarding the cooperating teacher/student teacher relationship. The cooperating teachers view their responsibility as one of "passing on" the love of learning that is so necessary in a successful classroom. Along with this love of learning, however, goes the expectation of a great deal of hard work, initiative and cooperation.

Cooperating Teacher Techniques

The interview questions used did not specifically ask for a list of teaching techniques; however, it appears that this is an important issue involved in the cooperating teacher's strategy of teaching the student teachers. Five teaching techniques were identified in the transcripts: effective classroom management techniques, modelling, scripting, cooperative teaching and evaluating. In examining these skills it became evident that the "how" of teaching, the methodology of restructuring the student teachers constructions, the essential aspect of teaching, was addressed.

Effective Classroom Management Techniques

One of the major disappointments the cooperating teachers and the student teachers mentioned was the lack of knowledge the student teachers had regarding classroom management skills. Not only did the cooperating teachers feel that effective classroom management skills were essential to the teacher's survival in the classroom but the student teachers also expressed this same sentiment. As one teacher remarked:

> Well I think they have to be given more at the university level on the effective teaching element, on the classroom management. I know it's theory, but then that theory can be put into practice and they at least have a little bit of theory when they come out.

Another cooperating teacher affirmed, "They really have to learn to get those teaching skills in place, that's very important if they're going to survive adequately on their own," again linking effective teaching skills to "survival" in the classroom. Since each of the teachers viewed this area as extremely significant to the student teacher they all taught "mini" classroom management skills in one form or another to their students. One cooperating teacher viewed it with such significance that she instructed her student to "watch the classroom management skills that I'm using [watch] how I'm going to manage these students and [watch] how I'm going to keep control [and] write these things down." Two of the cooperating teachers also mentioned questioning techniques and lesson planning techniques as essential skills in developing and maintaining control in the classroom. One cooperating teacher taught her student teacher the techniques of questioning to help her maintain control in the classroom. As her student remarked "questioning techniques...cut out most of the discipline problems right away, if you're on task then they don't have time to fool around." This need to keep the students and the student teachers on task was continuously emphasized by the cooperating teachers:

> She didn't quite understand what the word "objective" meant so I said , "Well what do you want the students to learn?" and "What are you trying to teach them?" "At the end did you succeed in teaching them?"

Another cooperating teacher prepared her student teacher for intervention in the lesson whenever it was warranted by disruptive student behavior. Again her student remarked "it was [that] we needed to get back on track here

...and once you got back into it you were doing fine and the kids were back on track too." There is always this aspect of "looking, listening, and guiding." Another of the cooperating teachers commented:

> I'm looking for the effective teaching skills, that includes everything from motivation, to their active participation, to the body of the lesson, to the closure, to the evaluation of the students to the self-evaluation. [I'm] looking at everything.

In other words, this cooperating teacher is looking for an overall teaching strategy that works for her student. This constant vigilance continues throughout the practicum experience and it is often utilized to help the student teacher gain insights and develop confidence in their own teaching abilities. Nevertheless, these are not the only techniques the cooperating teacher encourages her student to develop. Throughout the three transcripts a "pragmatism" of using whatever "works for you", within reason, appeared to be sanctioned:

> As long as it's an acceptable method and it works for you, if the kids are interested and enthused and they're learning, then that's great you know, if I haven't thought of it that's not important as long as we try these things.

The emphasis here appears to be on the effort to "try their own ideas", to develop a pragmatic approach to teaching as long as the children are learning. All three teachers appeared to encourage this way of thinking and responding to new situations. They also felt that there was no need for the student teachers to reinvent the wheel and whenever the opportunity presented itself the cooperating teacher informed the student about techniques that had worked for them:

> So it's being able to analyze, not only what they [the student teachers] do but what you do and being able to tell them why it works for you and if something doesn't work to pass it on to them. I think that's very important.

Once more, this idea of the pragmatic reappears. Along with this pragmatic approach, however, the cooperating teachers continually stressed the need for the student teacher to understand why it does or doesn't work. Self analysis was continuously encouraged in developing these problem solving skills. One cooperating teacher, while advising her student teacher, reemphasized this point when she remarked:

> If what I'm using works, then try it. If you think something else will work that you are familiar with try it. If it doesn't, change. Go back to what I was doing, go back to something else.

It's interesting to note that two of the cooperating teachers gave examples of their student teachers remarking on how they too were using the successful techniques of the cooperating teacher. "I've had many of them [student teachers] come back and say well you did this and this and I'm doing the same thing." Upon reflection it would appear the cooperating teachers have identified many successful classroom techniques that "work for them" and they have been successful in "passing on" many of these techniques. Their overall success, however, must be measured in the actual restructuring of these techniques into a successful classroom strategy for the student teacher.

Modelling

Modelling provides the cooperating teacher with several ways of teaching the student and the student teacher. It is through modelling that the cooperating teacher shares, guides and demonstrates an effective teaching strategy for the student teacher. Sharing through the "team approach" is encouraged and developed throughout the entire practicum experience.

> I'd say probably to be able to work with another person, [to] look at what they're doing and to analyze what it is that they're doing and to be able to give them suggestions as to why maybe things don't work out and to tell [them] what they could do to make it better.

The cooperating teacher continues to guide the student in a variety of ways. Observation and conferencing are important tools used in this process. It is through analysis that the cooperating teacher can begin to help student teachers develop their strengths and minimize their weaknesses:

> I'll say O.K. today I want you to watch how I involve the students in active participation. I did that and I said, "How did I do it today?" and she has to watch me, observe, record and discuss.

Further, it is the cooperating teacher's responsibility to establish guidelines and expectations for the student teachers. The cooperating teacher must help the student teacher make that difficult transition from "student" to "teacher", but in doing so the cooperating teacher must clearly understand the elements of effective teaching in order to pass them on to the student teacher. As one teacher indicated:

> Well you have to know how to deal with the young student teachers. They are fresh out of the university, as someone said this morning, they are learning to cross over their desks from being a student to a teacher and I think...we have to be the guide to do that. And as a cooperating teacher we have to know, I think, the elements of effective teaching, we have to know good classroom management skills, we have to know the different teaching styles in order to be able to give this to our students.

During the transition the cooperating teacher, or model, assists the student teacher in establishing a process of ongoing evaluation through constructive criticism which is followed up with suggestions for improvement:

> A model...[is] a non judgemental advisor who is sharing their experiences, their philosophy, their perceptions of a teacher with a student teacher...and in our conferences I ask the student teacher what would you keep [and] what would you change? and I share with the student teacher [that] in my lesson today I would have kept this but I would change this [as well].

The cooperating teacher guides the student teacher, through discussion, to understand reflection as an ongoing and continuous process by demonstrating it during their conferences. The cooperating teacher also demonstrates skills she expects the student to learn. The demonstration of "modelling" is often purposefully planned to teach the student teacher specific skills. One cooperating teacher commented:

> We worked at it [the lesson] together and then I taught another lesson at that time and I said O.K. you pick out what I'm trying to teach to the students, what do I want them to learn so she observed that particular lesson and then we worked all [the objectives] into her lesson plan.

It would appear that the cooperating teachers are very prescriptive in the modelling they do at the beginning of the practicum. They appear to be offering the student teachers a formula for success which is to be precisely followed in the early part of the practicum. As the practicum progresses, however, and the students gain in confidence and experience, the cooperating teachers appear to be more flexible. One cooperating teacher explained the situation in the following way:

> I like them to teach, or to model, the way I have taught for the first few lessons. If I'm teaching a reading lesson...I will model the lesson and then I want them to model the same type of lesson. Later on in the practicum, they'll get their chance to use their own ideas but to begin with it's modelling.

As the practicum progresses the student teachers are encouraged to be themselves and to try new things. One teacher remarks:

> Sometimes you see yourself up there and it's interesting...and they do something or use some of your techniques, but I don't expect them to nor do I want them to and I don't think the kids want to see a twenty year old imitate a middle aged teacher. They have to be themselves.

A student teacher corroborated this idea when she mentioned "I used [the] same idea, different words, but it achieved the same thing."

To the three teachers interviewed, modelling in the cooperating teacher/student teacher context pervaded the entire fabric of the teaching situation. Modelling occurred during every facet of the relationship. The cooperating teacher is continuously on call to demonstrate, to guide, to share in a word to "model" the effective strategy of teaching to the student teacher.

Scripting

The practice of scripting is often employed by cooperating teachers as a teaching tool and an evaluative tool. This technique involves writing everything a teacher says within a ten minute segment of a lesson. The written text is then analyzed with specific objectives in place. One cooperating teacher defined it in this way:

> I write down everything she says and then we go over it and we mark it. O.K. here you asked this question, [but] that question is directed to only the student who knew the answer, this question is directed to the whole group, or this question is only directed to Johnny, what were the others doing while this was going on? That kind of thing.

Techniques such as questioning, classroom control, teaching to objectives, closure, pacing and many others can be identified and examined within the context of the lesson. All three cooperating teachers remarked on the efficacy of this technique in guiding the student teacher to reflect on specific teaching situations. Reflection demands an awareness of the situation and scripting was the technique employed in bringing various aspects of the lesson to the student teachers' "conscious level". One student teacher remarked:

> It [scripting] pointed out, particularly questioning strategies, like overt and covert. I wasn't aware I was using these questioning types and [scripting] pointed it out, you just don't realize until somebody tells you....More than anything, what happens is you [the student teacher] become more aware as the practicum goes on. You know what's expected of you rather than what you feel yourself you should be doing.

Scripting helps the student teacher develop an awareness and insight into what is actually happening during the lesson by clearly spelling out lesson expectations or zeroing in on particular lesson aspects. As one teacher so aptly pointed out:

> I will pick out a certain lesson...and script it and it may be for a particular aspect. Now if I felt she was having problems with questioning, then I would script, keeping this in mind, and then go back and talk to her about it. Look, this is what you said, this is what you should be doing; this is what you were doing.

Once the student teacher becomes aware of a specific need, through scripting, and the cooperating teacher offers assistance and advice, the process of self reflection is initiated and reinforced. One teacher commented on this process when she stated:

> In writing it down, she has a copy. She can look back and say, What did I do well? What can I improve upon? And that carries [on] for well over half the practicum, into three-quarters of the practicum....and we'll talk about it. Then the next day, "Did you do that?" "Did you achieve that?" And we work on it more. [I'm trying to get her] to evaluate herself.

It would appear that guiding the student in establishing the process of self reflection demands continuous feedback from teacher to student. Two of the cooperating teachers also used "reverse scripting", the student scripting the teacher's lesson to show the student the "how to" of teaching. These two cooperating teachers felt it was useful for the student teachers to actually "see" through scripting. They felt that observing, although useful, did not always bring the skills being taught to a conscious level of awareness whereas the student scripting the teacher very clearly helped the student pinpoint the objective of the lesson. One of the cooperating teachers remarked:

> I don't think my job here is to make her job difficult. It is to make it easier. And I know when I haven't done something before and someone throws it at me and hasn't shown me any ideas, I find that a little frustrating.

This "how to" approach was another avenue for the cooperating teachers to share the expertise they had developed over the years.

> I have her script me for certain specific things...the first time when she first did it she scripted me for questioning and then we went down and I said, "O.K., how did I do this questioning?" and we looked at that and then she scripted me for anticipatory set and for closure....

All three cooperating teachers also found scripting useful as an evaluative tool. When the cooperating teachers scripted their students they were often attempting to show the students areas of strengths and weaknesses within the lesson.

> When the student does well you react positively and you draw [on] that student's strengths and you work on those strengths. You also have to work on the weaknesses and I do that with the student teachers. You want to draw on their strengths, continue to reinforce, use those strengths but now let's work on what you can do better.

One of the student teachers corroborated this use of scripting when she confirmed:

> When she'd [cooperating teacher] see a skill come up she'd quickly scribble it down and put a box around it or put a check by things that needed work...so that when we'd sit down...she'd say "Well this is what I saw, you did these skills very well but did you feel that there was something that you needed to work on?" I [student teacher] felt there was something [to work on]. So we talked a little bit about that and we'd choose...one or two things that needed to be worked on

> rather than saying this is the long list we need to get checked out by the end of the practicum.

Using positive reinforcement and chunking lessons into manageable parts during the scripting seemed to make the practicum a more productive learning experience for the students. There is also, however, a "desire" for excellence on the part of the cooperating teacher encouraging the student to work just that little bit harder for the "students to win...to learn" to be successful in the classroom. This appears to be one of the factors motivating the cooperating teacher in helping the student move towards independence in the classroom.

Cooperative Teaching

The term "cooperative teaching" was used rather frequently when cooperating teachers referred to the partner relationship involving their student teacher. As one teacher remarked:

> I tell my class, we have another teacher who is coming to my classroom. We're working together as a team and they are to react to the student teacher as they react to me. We have a team effort going here. They [student teachers] are here to learn teaching skills but they're [also] here to work with me in a cooperative fashion. It is very important that the students and the student teacher look at this whole thing as a partnership. It's not I'm the big teacher and you're the little student, and I'm going to teach you all the things that I'm doing and you're going to [do them]....Because for me those students come out with a lot of ideals and a lot of excitement about the whole thing and they should be treated as an "equal" ....True , I have been teaching a lot longer and I have the experience. But they have a lot of things I don't know. So maybe it balances out. They have expertise that I haven't been able to achieve yet.

This "team approach" to teaching involves the teacher and the student teacher working together in all areas of teaching. Unit planning, evaluation and discipline are just a few of the areas mentioned where both the teacher and the student teacher cooperatively planned and established expectations for the student teacher and the students.

> She [cooperating teacher] was very positive and said, "don't worry, we have everything planned,...we'll be working together" and that was the thing I always appreciated with her. She always worked like we were a team whereas before it was "you're out there on your own now, go out there and teach."

Working as a team, however, involved several aspects of sharing and guiding. All three cooperating teachers appeared to be very realistic in their expectations of their students. One teacher compared her approach to two different students:

> Last year I worked with one [and] we prepared what should be taught at the beginning of the unit and I, sort of, left it in her hands. She worked out the unit...quite satisfactorily. Another student...for example, had to work on a daily basis. She has brought in materials, [and] her own ideas, but we've done most of it together. So it is OUR unit rather than HER unit.

So, in some cases, cooperative teaching allows the student to take on an independence and acceptance of responsibility much earlier in the practicum depending on the maturity demonstrated by the student teacher. It became evident from the transcripts that the supervisory role of the cooperating teacher involves continuous feedback in the form of consultation.

The cooperating teacher, nonetheless, must also accept the role of "coach" and when necessary must step in and guide the student in every aspect of teaching. One student teacher commented on this role when she remarked:

> If [something] is being done wrong [and] if it was really bad, obviously she's got to jump in. But no, that's one thing ...she was really good about - leaving it to me and then telling me after what I need and then for the next class I would work on that.

In other words, it's the coach's responsibility to work on strengths and weaknesses of the student teacher. The coach must "push and get them to take risks" in order to be successful in achieving an effective teaching style of their own. One of the cooperating teachers declared:

> Yes, you encourage them to try their own ideas, to work with others [since] they're part of the team. You're the coach of the team and the team is your classroom - the students, and you [the cooperating teacher] want the student teacher to win. In other words we want all the students to learn.

Learning then becomes the key to all actions taken by the cooperating teacher. Whether these actions are sharing through consultation or guiding through coaching, the ultimate goal is for the team to "win." Therefore, it is the coach's responsibility to ensure that learning continues through the cooperative effort between cooperating teacher and student teacher.

Evaluating

In discussing evaluating as a technique used by the cooperating teachers it is necessary to recognize the dual role inherent in the process.

Cooperating teachers undertake both formative and summative types of evaluation in attempting to advance the student teacher towards a more reflective approach to teaching. It would appear from the transcripts that ongoing formative evaluation is useful in facilitating the student teacher's expertise in the classroom. Furthermore, it is also useful in establishing a framework for summative evaluation on which the cooperating teacher will eventually judge the student's overall abilities.

Several important aspects of formative evaluation surfaced during the analysis of the transcripts. It became apparent that the cooperating teachers worked from a positive, supportive attitude and that they believed the student teachers should be fully apprized of any and all situations affecting their teaching.

When discussing a lesson all three cooperating teachers zeroed in on the strengths first, no matter how "dreadful" the lesson. One cooperating teacher commented on this technique of evaluation when she indicated:

> I asked her [the student teacher] first "What are your strengths and what are your weaknesses? and then I tell her what I think her strengths are, what she's doing very well and what she could perhaps improve upon, some more serious than others, but I said [let's] work at this one, we don't try to do all of them at one time.

Positive reinforcement was always an important factor with the student teachers as well:

> When we discussed a question, she [cooperating teacher] was positive and supportive. That was wonderful....She never came to me once and said "that was just dreadful," even when it was she always found something that was good and started with that and got me back on track.

Although evaluation always began with the positive it did not ignore constructive feedback to the student. As one teacher mentioned:

> The student has to tell me first...what did you do well today, what could you do better? In your next lesson what could you try a little harder [at]? I may agree or disagree and we'll pick out something...for example, ...classroom management skills [and I may] give her a mini session in the teaching strategies.

Constructive criticism was always based on keeping the student on track by offering suggestions but still remaining realistic within the context of the classroom.

> You're going to be in a situation where you're trying to help the student teacher, you're not trying to criticize, you're going to offer suggestions rather than criticisms and you're going to act positively towards the student teacher but realistically as well and that's a very sensitive area.

Evaluation reflects the realistic aspects of teaching. Therefore ongoing and constant evaluation is necessary in ensuring a continuity for the student teacher. In other words, there were "no surprises" in store for the student teachers.

> She said "Well you've been telling me this all along, so I know this is something I have to do." So it wasn't new to her. It was just that it was written in a formal way but she knew that this was what she had to improve upon.

All of the teachers commented on the "fairness" aspect of documenting both positive and negative comments for the student. One teacher even remarked as to the consistency of comments suggesting that on occasion even teachers forget or are misunderstood when dialoguing with students:

> As a teacher, you may forget that, one day you said to the student, "Oh, you plan so well," and then when you're evaluating, you may give the student a two, but what you meant was you did "well" on that lesson. It's fairer to the student.

All of the cooperating teachers agreed on the necessity of maintaining ongoing sequential analysis for two purposes. First, they found it necessary to establish a process of analysis and self reflection on a continuous basis; second, they found it necessary to document and validate formal evaluations.

Even though the cooperating teachers encouraged self evaluation on a continuous basis with the student teachers they also made an effort to dialogue with the student at the end of each day in an attempt to further develop the self evaluation process. As one cooperating teacher said "I give them suggestions and then we look at that and they also analyze their lessons." Occasionally the student teacher must learn by "doing" and one cooperating teacher mentioned that she often allows this to happen:

> She had three or four objectives and she and the kids were all over and she said "That wasn't very good was it?" I said, "What do you think went wrong? What can you do in the next lesson?" She tried doing one objective and it worked. She said "It was much better now I know what you're talking about." You see it takes that time. They have to fall on their faces sometimes. Sometimes you may even have to fabricate it

> a bit so they do fall on their faces, so they do know what you're talking about...to get that experience.

If the student teachers experience only success they are often unable to understand the difference between effectiveness and non-effectiveness. Since it is the cooperating teacher's responsibility to ensure the student's ability to analyze occasionally the student may have to be prodded to move from total involvement in a situation to objectively examining and reflecting on that situation. Cooperating teachers use a variety of methods to help develop this self awareness in their student teachers.

Documentation was also very popular with all three teachers. Although documentation in the form of scripting is often used as a teaching tool, it is also useful when developing a summative evaluation of the student teacher. As teachers and students remarked, there were "no surprises". The student was fully aware of the teaching situation, good or bad, and they were constantly encouraged to act appropriately.

Conclusion

In summary, all three cooperating teachers agreed that certain techniques were necessary in guiding the student to become an effective classroom teacher. They all felt that effective classroom management techniques were not only necessary but essential to the survival of the student teacher as well as the teacher. Unfortunately, they also felt that far too few university students have any training in this area, therefore they recommend that concentrated workshops be organized to help alleviate this problem somewhat.

Modelling and scripting in conjunction with cooperative teaching were three techniques that were also valued by the cooperating teachers.

Modelling demonstrated the positive aspects of effective teaching whereas scripting pinpointed both the positive and the negative, thus allowing the cooperating teacher to praise when appropriate and to correct where necessary. Cooperative teaching was also beneficial in establishing a partner relationship therefore placing ownership of the class and responsibility for the class in a shared context. Although the student is in the process of becoming the final authority in the classroom, this does not happen overnight and the partner relationship was a useful technique in guiding the developing abilities of the student teacher. The last technique, evaluation, is useful on two counts; first, as a teaching tool, second, as an evaluative tool. Since both areas are necessary to encourage self reflection and analysis student teachers were evaluated on a continuous, sequential basis, thus building on the positive. All five techniques were used continuously often one overlapping another where necessary to achieve the goal of an "effective classroom teacher."

Crossing Over Your Desk

The process of "crossing over your desk" embraces the "how" of becoming a teacher. This "how" of becoming a teacher involves three basic areas; a pre-teaching area, a teaching area, and a post-teaching area. Within the pre-teaching area three basic categories emerged. First, becoming a teacher, second the transition from theory to practice, and third the dilemma of "letting go." The second large area "teaching" would take into consideration the actual experiences of the student teacher in the classroom situation. The third broad area involves the categories of analysis and sharing, both of which are necessary if the student teacher is to become a reflective practitioner in the classroom.

Pre-Teaching

Becoming a teacher

The student teacher in "Becoming a Teacher" develops an awareness of what teaching actually involves. They begin by realizing that many of their preconceptions regarding teaching are based on a student's concept of what teaching is and that these concepts are often inappropriate to the real teaching situation. Both cooperating teachers and student teachers remarked on this misconception regarding teaching"

> Mostly I suppose [teaching was] standing up there and talking and then giving them [the students] sheets to do, or maybe some games and things but the more I got

> into it I thought, to heck with all that stuff...so they [the students] did a lot of individual work, group work, pair work, all kinds of hands-on activities where they could just do the things instead of reading about it or hearing about it.

Student teacher preconceptions often did not appear to be the reality of the situation regarding other areas of teaching either.

Several of the students were quite amazed at the amount of work necessary just to stay ahead of the students in the classroom:

> My student teacher said "I really don't know if I want to spend the rest of my life devoting all my time to this. I spend hours and hours and hours, sometimes it's midnight before I go to bed and there's still work. It's not what you do here it's what you do before and after. Two months off in the summer doesn't make up for it"...I said "It doesn't really get all that much better because...there are always changes in education that you have to keep up with."

This was corroborated by a cooperating teacher when she remarked "it's interesting [hearing] from my student teacher [about] the amount of work that goes into being a teacher [since] you don't often hear that." Other students commented about how they perceived classroom routines. One student in particular mentioned that she had to constantly try "to pick out different things [the teacher] was doing so that when [she] got in there [teaching], she would be able to roll with the routine as well."

Rolling with the routine is not an easy task at the best of times and when you're a student teacher and unfamiliar with the "goings on" of the classroom it can often appear impossible. All three cooperating teachers realized that their student teachers often had "panicky feelings" in new situations. The cooperating teachers, however, often planned their teaching routines to introduce the student teachers gradually so as to accommodate for these "panicky feelings." One student teacher corroborated this view when she stated:

> She [the cooperating teacher] would say to me, "I know that you can do it on your own [so] she would leave and at first I'd get this little panicky feeling but then once you start getting into it [teaching] it's like, oh this is just like my own classroom.

Overcoming this panicky feeling and surviving everything they "throw at you" helps the student teachers develop a sense of confidence regarding their abilities in the classroom. A cooperating teacher further elaborated:

> I said "Now this week you [will] have to plan the whole week. I'm not even going to do this week." Well then he realized, Wow, you know, this is really it!

As the practicum progresses, student teachers gradually take on more responsibilities in the classroom, they gradually develop more confidence in themselves and they gradually move from concerns regarding themselves to concerns regarding their students:

> Although I still had the attitude of excitement and wanting to teach it was more of let's think in terms of the children, what will they be able to get out of this? So my mind set was changed I guess more from me oriented to what the students are doing.

The cooperating teachers continued to encourage the student teacher's growing concerns for the "children", however they also continued to encourage a consistency of action on the part of the student teacher. One student teacher remarked that she was continually encouraged to "say it, mean it, do it." She was also continually reminded to follow through with a consistency that would eventually be predictable.

> So that by the end [of the practicum] the rules were firmly established with them [and] I knew the children well enough that I could say "Jason, just go sit over there" right at the beginning of the lesson [because] I knew something was going to happen.

Student teachers often naively believe that "being a friend" and "being a teacher" are two incompatible ways of behaving. One cooperating teacher explained the conundrum to her student in this way:

> He said, "You know you're saying do this and do that [discipline] and I see you doing it and it doesn't hurt your relationship with them [the children]"....They [student teachers] are still trying to have the children like them. I [explain] that in the first week they like you and they don't change their minds about adults unless you do something really horrific.

Once they "buy into the discipline" and establish a presence in the classroom the transition from student teacher to teacher is well under way. The student teacher takes over "control" of the classroom and the cooperating teacher becomes the "guest". She [cooperating teacher] must fit in. There is a role reversal. The student has now progressed to where she can "feel independent" and "confident," she can take on the mantle of the teacher. As one cooperating teacher remarked:

> By the end of that eight weeks [practicum] I want to look at her [and look] at what she's doing and know that she's handling them [the students] as if it's her classroom....When we've achieved that I feel I have achieved my job.

The transition from student teacher to teacher, although well on its way, is not yet complete. When asked if they were real teachers both cooperating teachers and student teachers recognized that an eight week practicum may aid the student in "Crossing Over Their Desk" but that this was only the beginning of the process.

Theory to Practice

In the category "Theory to Practice" it became evident that the cooperating teachers and student teachers were discussing different aspects of the same thing. Cooperating teachers chose to discuss theory in terms of practical knowledge and practical suggestions whereas student teachers referred to theory as a knowledge base in a specific discipline. Practical knowledge was referred to as classroom management skills, unit planning or even questioning techniques. Theory, from this perspective, could best be integrated at a practical classroom level. As one cooperating teacher suggested "you know you can talk theory all you like...but you really need a practical example to use it." Another cooperating teacher corroborated this view in discussing the needs of student teachers:

> Well they should learn the theory first and they're not learning the theory. This particular experiment that they're going to now [PACT 330] they had I think two brief sessions, well even that helped, but I think one of the C.I. courses should be on classroom management. Then they [the student teachers might] go out two days a week, just to try the classroom management skills in very simple lessons.

Another cooperating teacher expressed this same view when she compared student teachers in Special Education with the student teachers that have academic degrees. Classroom management skills along with maturity appeared to make the Special Education students more effective in the classroom. A similar idea was expressed by another of the cooperating teachers when she was discussing the University's responsibility to the student teachers:

> I often ask myself what exactly do they learn over there [the University] that's applicable to what goes on in this classroom, and I don't think there's very much. They do learn a lot of good knowledge in their subject areas which they must have and that's excellent and maybe that's all the University should try and do. Because their valuable teaching experience only happens here and maybe the University should let it happen here.

Student teachers nevertheless express a somewhat different point of view when discussing their interpretation of theory in the classroom. All three student teachers referred to "theory" as part of a knowledge base in a specific discipline, for example, one student teacher mentioned "history." They also mentioned specific "actions" relating back to laws on principles. A specific example of using "theory" in this fashion was related by a student teacher when she stated:

> I had taken a lot of history courses and when I was taking them I thought, How am I ever [going to use them]...but it was really neat because in social we were learning about the Inuit and explorers...and a lot of that knowledge came back and was helpful and even with the Psychology...I did [certain] kinds of things and I didn't even realize, it was because I had learned it before that it came so quickly and so easily to me.

This student teacher, however, also expressed a need for the development of more practical, clinical aspects of teaching such as more realistic lesson plans. One student teacher commented on this aspect rather ably:

> One C.I. course focused on lesson plans which were unrealistic, and I think it puts a notion into a lot of student's heads that Oh my gosh, when we get out there [classroom] we're going to have to make these humungously complex lesson plans...you find that it's very different...I think it's a good idea to make students do them, but to give examples....They never do that they always give you theory, and outlines but they never give you a concrete example that you can use. That's what they [student teachers] want and explain that this was actually used in a real classroom so that it's meaningful....If I looked back on my language arts, those C.I. plans I made, they'd be useless. I could never use them because...they'd be a five hour class if you had to implement everything.

Although student teachers appreciate the theoretical aspects of developing a strong knowledge base, they also appreciate the more practical aspects of survival. Survival to them means understanding and using the practical knowledge base of the experienced teacher to help ground the theoretical knowledge base of the university in the classroom situation.

Letting Go

All three cooperating teachers agreed their goal in working with student teachers was to help the student "move from being semi-independent to being independent." It became evident from the analysis of the transcripts that the "how" of "letting go" was addressed. All three cooperating teachers used the mechanism of control in two basic areas to achieve this move towards independence.

By maintaining and guiding the planning and curriculum decisions within the classroom, the cooperating teachers were always in a position to guide the student whenever difficulties appeared to arise. One cooperating teacher made this comment about planning:

> We sit down every day to do our daily lesson plan, we look ahead in the week to see what stories we're going to cover, what objectives and skills we're going to cover in language arts. We're looking ahead to see where she's going and what she's going to do.

A second cooperating teacher also commented on control through planning although she also elaborated on the process of "letting go" by allowing her student to shoulder more responsibility as the practicum progressed.

> O.K. now we talked about how it went...and she said "It worked but a lot of that was yours." I [cooperating teacher] said "That's fine but you went through the process of learning." I said -" Now we'll do [the planning] for the next one" and she put a lot more of her own [ideas into the unit] I said, "Your ideas worked too, didn't they?"....Her confidence was like "wow".

Along with the extra responsibility the student teacher develops more and more confidence. Furthermore they are encouraged to experiment, to try new things:

> I know I'm succeeding in getting them to where I want them to get when they have enough confidence...and they will actually try something completely new that they are not comfortable with, like science which is one of her week spots.

It is essential to remember, however, that all this "letting go" only occurs under certain conditions. First, the student teacher must demonstrate the skills necessary for teaching. One cooperating teacher mentioned, "You don't give them very much until you see these skills developing."

Second, the needs of the children in the classroom must always be ensured. The student teacher must demonstrate that the objectives for the lessons are being consistently met thus providing appropriate learning situations for the children:

> Well I insist that they have their objectives [written down] when they teach. [They have] what the students are going to do to achieve those objectives [and] how they're going to evaluate that the students have achieved those objectives. I want all that written out and then I want some sort of [self-evaluation].

The cooperating teachers continuously monitor the student teachers and expectations regarding the overall curriculum are carefully controlled. Since the teachers work within a certain curriculum structure the students must also "fit in." As one cooperating teacher commented:

> Well I have my year planned, they [student teachers] have to fit into that. Now there is scope in how they're going to teach it and they can bring in all sorts of extra materials....We consulted and talked about it and she chose to do a play.

It became evident that although curriculum was used effectively to define and structure the direction the student teacher was to follow, the cooperating teachers still allowed a degree of flexibility and choices in the planning. Although cooperating teachers displayed flexibility in planning and curriculum, they appeared to maintain a continuing control of the class by "keeping a foot in the door." As explained by one cooperating teacher:

> There's going to be a time when they're taking over almost all of the class....I don't let them take over fully 100%. I'm a little selfish, it's my class, I

> have to deal with them after. So I usually have a lesson a day, maybe in varied subjects, but I keep my foot in the door. I'm there a lot of the time, most of the time while they're teaching.

This cooperating teacher expressed the views of the other two cooperating teachers. Another of the cooperating teachers mentioned she had to be "invited" back and that she had to "fit in." However, the fact that she "would be" invited back to teach was a given. The dilemma of "letting go" is not easily resolved since the cooperating teacher must "move the student teacher from being semi-independent to independent" if the student teacher is to be effective in the classroom. The cooperating teachers also realize that they will be returning to the classroom after the practicum. One teacher stated "It's my class, and I'm going to have to teach them after." The responsibility of maintaining continuity in planning and classroom management would appear to be taken seriously enough by the cooperating teacher so as not to relinquish complete control of the classroom to the student teacher during the practicum experience.

Teaching

Experience

When analyzing teaching it becomes apparent from the teacher's point of view that experience, or practical knowledge of the classroom is an essential ingredient of a reflective practitioner. As one cooperating teacher remarked when discussing the classroom experience of her student teacher "the valuable teaching experience only happens here." Valuable teaching experience is then defined as that practical knowledge grounded in the realistic assessment of the situation coupled with an appropriate pragmatic response to the situation. Time and time again the cooperating teachers and the student teachers referred to the "real" teaching world as a "Hands On" experience where "talking and doing" are different skills and where the student teacher must "see and try" in order to learn the art of self reflection, the "what" and "why" of teaching.

> [Teaching] is so much of the actual hands on, of really being there [in the classroom] and just doing all the things...just being guided through everything helped me self analyze,...verbalize and evaluate myself and write everything down. It's like always being pushed that little [bit] further.

She further elaborated regarding the "Hands On" experience:

> To talk about it [developing stations] and to do it are two different things, you know, and I don't find that there is a big emphasis in most of the [university] classes on a hands-on approach to teaching.

This was further explained by a cooperating teacher when she said:

> You can do all the reading [about a specific skill] that you want but until you see it and you try it you don't know what they're talking about. It's the same with children, they have to have their concrete objects first then you go to the abstract, and it's the same with the student teachers.

Actual practical experience is equated with what works, what helps the student become more reflective and therefore more effective in teaching. Student teachers were encouraged to be realistic in their expectations regarding the teaching situation and to understand their own limitations within the classroom setting. One student teacher commented:

> We had a lot of children with a lot of problems and it was hard to know the balance because you didn't want to put too much pressure on them [the students] because they already have so much on their minds...but yet they are there to be learning and it was really hard to find that balance...that even kind of keel that would be helpful [with all types of children].

Developing an "even keel", a balance to teaching requires more than just a realistic assessment of the teaching situation, it also requires an appropriate pragmatic response. Teachers constantly encouraged their student teachers to "learn from their mistakes", to "use whatever works" and to "try different things" in order to establish a balance in the classroom that reflected an optimum learning situation for the students. One of the cooperating teachers related an interesting incident with her student regarding learning centers:

> The first weekend I [cooperating teacher] asked her to come back and help set up the centers. She said "Well, I think I got it all together." I said "Oh, O.K. I'll be here if you change your mind." She was totally frazzled on Monday. She's trying to set it all up, and I said "Well, how did it go?" She said, "Now I know what you're talking about." Well after that it has been like you wouldn't believe. She has been putting things out, and putting in the time, and then she finds her day is so smooth she says "I can't believe how I can actually relax!"

Learning from mistakes although a somewhat costly experience initially can also be rewarding in terms of developing an independent, confident attitude. Planning and implementing centers was again used to help a particular student teacher develop an independence of action in her classroom:

> For the Green centers [St. Patrick's Day] she used a lot of my materials and a lot of...my units....So she worked through the process; saw what it was like. Now

> there's a lot of help from me. Then came Easter Centers...only this time she had a lot more of her own things in it. A lot of mine went. [Then came] science centers - she was going to do [them] entirely on her own. I didn't come up with any of the ideas....The science centers were all planned by her. She never came to me for anything, and they were fantastic...It was just wonderful.

It becomes apparent that the student teachers are encouraged to adapt and change by learning from their mistakes, no matter whether the change is immediate and occurs as the situation demands or whether it is a long term change as in the planning experience related previously.

Risk-taking

The actual "practice of teaching", always involves an element of risk-taking. This is especially true with the student teacher since they have not as yet assimilated the "practical knowledge" necessary to survive independently in the classroom. It is by taking risks that the student teachers develop confidence in their abilities and a "style" of teaching that is grounded in the practical knowledge of the classroom. The cooperating teachers have a dual role in this area; first, they must model risk-taking and second, they must encourage and if necessary "push" the student to attempt new challenges. In modelling risk-taking the cooperating teacher must be prepared for success as well as failure. One cooperating teacher explained the situation as follows:

> They [student teachers] come [to teaching] with a lot of inhibitions. a lot of fears...and they will not be willing to risk take unless they know the climate is such that they will be supported and that it's O.K. if

> they make a mistake....and they have to see you willing to take risks in doing something that you have not done before and are willing to try and fall on your face if need be, so you have to model that for them too.

Another cooperating teacher commented, it's our responsibility to "pick out strengths and weaknesses and to push, get them to take risks" when necessary. All this modelling and encouraging leads the student to develop the confidence necessary to do the job.

> She's doing these things [plays, operetta] that she has never had experience in; she's doing a wonderful job. That shows real confidence to try something that you feel insecure about, initially. So that's growth and confidence that I see....She was so quiet and sat back there. In fact...she burst into tears that first week. She said "I don't even know if I'm doing the right thing." Well I don't think it ever occurs to her at this point in time.

With confidence, the student teacher begins the reflective process necessary of understanding the "why" of teaching. In other words, once something new has been tried, student teachers must analyze what happened in order to begin developing their own style of teaching:

> You have to be able to actually analyze and say "yes if you try this...you might make it better." [You] try and train them to think that way for themselves. You say "O.K. this isn't working now what else can I do?" So it's being able to analyze, not only what they do but what you do [so] you can tell them why it works for you and to pass it on to them.

The cooperating teacher realizes that teaching is a continuing process and that student teachers must accept this element of "risk taking" as a facet of the job. Risk taking leads to self reflection and self reflection ensures that students are the focal point of everything teachers do.

Post Teaching

Never Let Up

The essential aspect of any teacher training program is that the student teacher through a variety of experiences develops a thoughtful, reflective style of teaching. In analyzing the transcripts three factors appear to influence how the cooperating teachers orchestrated this process of becoming. The overriding focus of this section appeared to be a continual process of supervision, in other words, the cooperating teachers "Never Let Up." First they concentrated on helping the student teacher develop a series of skills, techniques etc. that encouraged immediate success in the classroom, next they concentrated on collaborating and consulting to guide the student teacher in becoming a more effective practitioner and last they concentrated on the importance of developing a self reflective attitude towards teaching. By "never letting up" the cooperating teacher maintained sufficient control of the teaching situation to help the student teachers begin to develop their own teaching style.

It became evident from the analysis that the cooperating teachers used a variety of techniques to help the student change when necessary. One student teacher remarked:

> She pointed out those techniques that needed help because she felt it might have been detrimental to myself or to the students....and it was obvious because

> I didn't have complete control of the class. She'd say "Look you're being too happy-go-lucky with the students and obviously [that] has to change."

Furthermore, this type of teacher guidance regarding the nitty-gritty goings on in the classroom were greatly appreciated by the students. One cooperating teacher remarked:

> About twice a week we'd have like a formal kind of sit down and [I'd say] "this is where I've been seeing improvement....[often] we didn't sit down and [talk] at the end of the day but it was in between, "Uhm, this might help you in the next lesson" or "What did you think of that?" even as we were walking to have lunch. All these things would just be little evaluation pointers.

On going, constant guidance and supervision was used to help both students and student teachers. One cooperating teacher described an incident in her class when the student teacher had difficulty teaching the letter "I" during a writing class. The cooperating teacher felt it was best for students and student teacher to see the correct version and to help the student teacher correct a mistake. The cooperating teacher remarked:

> That's a hard letter to teach. They [the children] have a hard time with this letter. I think...I'm going to teach the lesson on Monday, I'm going to go over it. And, again, I'm not doing it to show her up, I'm going to explain to the students we're doing it for further practice, because they are difficult letters. And to show her [student teacher] how to correct a mistake.

This constant vigilance, whether in direct classroom teaching or observation or consultation, is always done to provide the student teacher with an adequate control of skills so that children in the classroom are always learning. Another cooperating teacher commented on developing one skill at a time however she also maintained an overall perspective of what her goals for the student teacher were:

> Well...say it's questioning...and I model it and we talk about it and she sees how I word the questions to get everybody thinking and so on. Then you go back and say "What happened here?" "Oh well I didn't quite have their attention." "Oh well let's keep working on the questions." I never let up we keep going back until it's clear and in place....and if we forget [questioning] we'll go back and bring it back in line again.

The focus "never let up" is also evident when cooperating teachers guide the student teacher by collaborating and consulting. Most cooperating teachers have a wide variety of resources, techniques and experiences that have proved useful over the years. By collaborating or consulting with the student teacher the cooperating teacher is often able to instill many crucial concepts regarding the teacher's role. Another cooperating teacher explained her technique of sharing her knowledge of planning by collaborating with the student teacher. She described the situation this way:

> Yes, I constantly plan with the student teacher. Every lesson we plan. I let them contribute their own creative ideas....[Then] we sit down. I see the lesson before she teaches it. We go over it. Is this a good idea? Do you think this will work? Well maybe I could do such and such. And then they teach the lesson.

This type of consultation is used to direct and advise the student teachers since they, as yet, do not have the experience to realize what skills are most effective in teaching a class. One student teacher remarked on the process the cooperating teacher utilized to help her improve the classroom situation. Through questioning and guiding the student was lead to a conclusion. A discussion involving a music lesson demonstrates the cooperating teacher's technique:

> Instead of saying, "Oh that [music lesson] was a complete flop, which I felt it was, she said..."How's it different than regular lessons?" I talked a bit about that and I said "Well...you have to keep moving the kids or otherwise you're just hooked." She said "That's exactly right. The next time we'll have to make sure we have songs or things."...It was more drawing it out of me [getting me to see] what was different and what I wanted to improve...

By interpreting the student teacher's comments the cooperating teacher was able to provide insight into this type of teaching situation. She was able to "draw it out" of the student by exchanging observations rather than insisting on her own interpretation and remediation of the situation. Cooperating teachers also guided their students by offering them suggestions when things weren't going too well. Again the technique of "leading the student" through questioning became apparent. The cooperating teacher commented:

> Well I start off by saying "What are your thoughts about what has gone on today?" And she will give me her feelings and there are certain ones I'll pick up on and say "Well, you didn't feel too good about - why didn't you; what did you think was wrong? What could you do different?" And I always give suggestions that she could try. I never leave a problem without giving some suggestions as well.

By comparing notes, having conversations, and exchanging observations and views the cooperating teacher guides and directs the student teacher. This collaborative approach to teaching appeared to be very appreciated by the student teachers since they were treated more like equals, more like teachers than students.

In order to be a competent teacher, however, another vital thread must be woven into the tapestry and that is self reflection. The three cooperating teachers realized that without self reflection teaching does not occur and once again the focus was constant and consistent vigilance for this aspect of teaching to appear in their students. The cooperating teachers "never let up", in their continuous search for this self-evaluative aspect of growth in the student teacher. Four steps appeared relevant in establishing self reflection; comparing notes, corroborating student's views, evaluation through questioning and reflection.

When comparing notes the student teachers would start out by analyzing their lesson for strengths and weaknesses. Then student teacher and cooperating teacher would consult. At this point the cooperating teacher would often offer suggestions to "make things better. As one cooperating teacher commented "they analyze their lessons, we compare notes, and then we pinpoint one or two things that we're going to stress." The initial stages of self reflection have now been initiated through a comparison of notes and corroboration. This was aptly demonstrated in the following conversation:

> She [student teacher] says, "Maybe I should have done it this way" or "This didn't go right because I forgot to do this, maybe I forgot to word my questions to have everybody thinking, rather than disrupting my class."

> I said, "Yes, because you're thinking about these other things this had kind of gone by the board."...so we talk.

Here the teacher not only corroborated the student's views she also added explanation for the difficulty during teaching, thus providing the student with the "why" things didn't work out. The cooperating teachers, however, realize that their explanations, although adequate and appropriate, have been developed and continue to develop because their own teaching strategy involves evaluation through questioning. Therefore it becomes essential for the student teacher to learn this process. As one cooperating teacher commented:

> I will sit down with her each day "What do you think you did well today?" And I'll tell her what I observed. "What could you improve upon?" "Let's look at questioning techniques...let's try and work on closure...or your evaluation." And, we'll talk about it. Then the next day "Did you do that?" "Did you achieve that?" and we work on it more. So it's lots of talking.

The cooperating teacher's goal is to achieve a self reflective practitioner. Does the process actually occur during the practicum? One student teacher in comparing her growth from the beginning of the practicum to the end, answered the question in the following way:

> I guess I was seeing things and I was able to analyze myself better by then [end of practicum] too. So when I said something she'd [cooperating teacher] say "Yes that was something I picked out as well." Whereas at the beginning it was hard for me to sit down and say "O.K. what did I do right? Did I get this across or not?" It was more "the kids seemed to get the gist of the lesson, they were happy at the end."

Not only was this student teacher able to reflect on what happened but her reflections were confirmed by the cooperating teacher. It also became apparent that the student teacher's questioning strategy had changed over the eight week period. Her emphasis was now on evaluating the actual teaching task and it appears she had learned techniques and skills in assisting her in the process. The emphasis was on the skills rather than "were the children happy?" One other essential element of self reflection became evident from the analysis and that was the fact that student teachers must continually remind themselves to keep self reflection at a conscious level until it becomes part of their "way of viewing the world." They must monitor themselves since "there won't be anybody else. She is her own monitor and so she is going to have to remind herself of these things."

Conclusion

In summary, it became apparent that three separate stages occurred during the student teacher's practicum experience; pre-teaching, teaching, and post-teaching. Pre-teaching involved the aspect of "becoming" that transition of "crossing over the desk" and moving from being a student to becoming a teacher. In other words the "how" of becoming a teacher was addressed. Students suddenly realized that teachers work very hard, they have a routine that works for them and that flexibility and "rolling with the routine" were expected attributes the student teachers must develop. Teachers, however, did not expect the impossible and integration into the classroom routine was often gradual as confidence was developed. By assuming more and more responsibility the student teachers finally earned the title of "teacher."

Becoming a teacher also involves another major transition, that of moving from the theory of teaching to the practice of teaching. Interestingly, cooperating teachers felt that a far greater emphasis must be placed on the practical skills that student teachers need in order to survive in the classroom. They all felt that the University was perhaps remiss in this area. It was interesting to note that although student teachers agreed that a more realistic approach to the Ed C.I. courses would be helpful, they also felt that the Ed. Psychology and many of the academic subjects were most useful. I believe this discrepancy is one of omission on the part of cooperating teachers since their priority would be how best to make the student functional in the shortest amount of time. Perhaps they believed that academics and theory are part and parcel of the University experience and did not need mention or elaboration.

The last category in Pre-teaching involves "letting go", a process of helping the student move from a state of semi-independence to independence in the classroom. This was accomplished by actually planning situations in which the student assumed more responsibility in all areas of lesson planning and curriculum planning. The cooperating teacher on the other hand relinquished control of the classroom only when they were assured that the student teacher had developed the skills necessary to cope. It became apparent that these three cooperating teachers never gave up complete control of their classroom to the student teachers and as one teacher suggested this was done for purely selfish reasons since she was going to have to resume teaching that class again after the eight weeks and she preferred to avoid problems.

The categories of experience and risk-taking both clustered under the broad area of "teaching." Experience was defined as practical knowledge and was referred to as "hands on" activities. Teachers further suggested that student teachers must actually become involved in order to realistically assess the situation since "seeing and doing" require different kinds of skills. If the practical "worked" and helped the student in becoming more reflective then it was encouraged. If, however, the teaching response wasn't successful student teachers were encouraged to "try something different", perhaps a more pragmatic response to the situation.

Taking risks also involved developing and assimilating the practical knowledge necessary for the student teacher to survive in the classroom. Not only is risk taking necessary in understanding the actual practice of teaching, it is also necessary in developing a self reflective practitioner in the classroom. Therefore, not only does the cooperating teacher model risk taking, she also "pushes" her student teacher into situations which will encourage a self-reflective attitude thus ensuring that the interest of the children are uppermost in all teaching situations.

In the post-teaching area, the focus of cooperating teacher was supervision, as one cooperating teacher said "I never let up until I achieve my goal." Three factors emerged as the analysis progressed. First, student teachers were encouraged to develop a style that incorporated a variety of successful teaching techniques with the focus on classroom management, planning and questioning. Again the emphasis was on what is best for the students. The second factor focused on consultation and collaboration. The cooperating teachers guide, direct, advise and often lead the student teacher in an attempt to provide insights into the "whys" of teaching. The last factor focused on encouraging the student teacher to become a reflective practitioner. This they did by first comparing notes with the student teacher to determine strengths and weaknesses. Next they collaborated with the student teacher often guiding them to move to the third step of evaluation through questioning. After a great deal of practice a reflective practitioner emerges, one who is able to monitor and change thus once again ensuring the children's interests.

CHAPTER FIVE

Themes Within the Interview Data

Introduction

As the analysis progressed five major themes related to identifying how cooperating teachers help the student teachers restructure their view of an effective teaching strategy were identified. The first theme discussed will address the question, What do the student teachers learn? The answer was succinctly stated by one of the cooperating teachers in the study when she remarked "they must develop their own teaching style." The other four themes will address the process or "how" the cooperating teacher facilitates the restructuring of a personal, professional, pedagogical teaching style for the student teacher. These four themes are entitled confidence, survival, accepting responsibility, and growth. As the themes are discussed attempts will be made wherever possible to relate them to the material used in the analysis. It is assumed in this analysis that student needs and student growth will be encompassed in each of the following themes.

What Student Teachers Learn

Establishing a "teaching style"

All three cooperating teachers in this study held the view that their responsibility was to ensure that the student teacher moved from a "semi-independent" state in the classroom to an "independent" state. In order to do this, however, student teachers were encouraged to develop their own particular "way of viewing the world" and it became quite evident as the analysis progressed, that cooperating teachers were ever vigilant in ensuring this development. Style, however, also involves the actual practice of teaching and again cooperating teachers used a variety of teaching techniques such as, modelling and scripting, to help the students develop insights where necessary. Furthermore an understanding of "why" a particular method worked or didn't work was also necessary. One cooperating teacher expressed her feelings the following way:

> I also allow them to try their own method, if they think it will work and [is] better. And if it doesn't work, why doesn't it work but the main thing is to make sure that those kids are learning.

It became evident from the transcripts that the students were continuously required to evaluate what was effective and why it was effective:

> In our conference I ask the student teacher "what would you keep [and] what would you change?" and I share with the student teacher [that] in my lesson today I would have kept this but I would change this [as well].

Through constant guidance and supervision student teachers were challenged to reflect. Cooperating teachers "Never Let Up" through the entire practicum experience and as the student teacher took on more and more responsibility within the classroom, cooperating teachers were still helpful in elaborating on a particular aspect of a teaching style. Often teachers would say "This might help you in the next lesson" or "What did you think of that?" "Is this a good idea?" or "Do you think this will work?" thus opening the door for discussions. As one student remarked, my cooperating teacher often "drew conclusions out of me" she was able to "get me to see what was different and what I wanted [and needed] to improve." This constant prodding and unconditional support enabled the student teachers to develop the self confidence to take risks and make mistakes, and to adapt and change, even as the lesson was progressing. One cooperating teacher remarked:

> I watch how they improve a situation or if they've recognized a situation to improve it in the first place. Just thinking on their feet, that's very important and I think at the end of six weeks that should be in place where you can adapt, and adjust and restructure a lesson based on how the students are reacting to it.

The cooperating teachers appeared to have a "vision" of how the students were going to perform for the rest of their teaching career just by the attitude they brought to teaching. A positive, confident attitude to change, one that includes evaluation and self reflection is encouraged and promoted during the practicum experience.

How student teachers learn

Confidence

Another theme that kept emerging from the interview data was helping the student teacher establish confidence in their abilities in the classroom situation. When the three cooperating teachers discussed this vital ingredient, they all agreed that unconditional support and a non-threatening atmosphere was essential if the student teacher was to develop skills that would encourage optimum student learning. One cooperating teacher described how she handled those "bad times."

> It's important to be very supportive and to help those students understand that they can't do it all at once and if it doesn't go right there's nothing wrong with that. It's O.K. to make mistakes and to go back and learn and to improve in the skills you're working on. Uhm, to support them through these bad times and actually bring them up to a higher level.

Student teachers are encouraged to learn from their mistakes, to take risks and to try new methods, techniques, ways of planning in order to establish a style of teaching that will enable the student teacher to accept new ideas and integrate these wherever possible. Cooperating teachers are forever vigilant in this area often using their own experience or even modelling risk taking for the student teachers in order to establish a pattern of behavior. One cooperating teacher commented on this aspect of modelling and risk taking when she was encouraged to have her student try a different method of teaching Social Studies by the Faculty Consultant:

> Yes, and he kept us both right up on our toes and he would not let us slack up on this Social Studies unit. He kept at us right to the end. We could have said "Forget it guy we're not doing it." but we decided we're going to go for it and it worked out well....It has shown me that there is another way of approaching social studies...and my student teacher and I got so excited over it that I am now going to extend this unit into a future center idea.

Both the cooperating teacher and the student teacher were encouraged to risk and both reaped very positive benefits. Several important elements surface in this example. First the cooperating teacher had sufficient confidence in her own abilities that she could try something new. Second, she encouraged and supported the student teacher throughout the process and third, both received positive feedback from the students that far exceeded their expectations. So in this situation risk taking although initiated from outside the classroom "was a wonderful success" and it benefitted a variety of individuals.

Survival

Survival in the classroom appeared to be based on assessment and action. Student teachers were encouraged to adopt "whatever works" and cooperating teachers were consistently providing guidance through advice and suggestions that might make "the situation better." One cooperating teacher's comments reflected this behavior when she said:

> It's very important to be able to give them some suggestions...it's of no value to say this doesn't work....You have to be able to actually analyze and say if you try this, these might make it better.

By acting on the advice of the cooperating teacher the student teacher is gambling that they will become more successful, more effective as teachers. As this "trial and error" method continues throughout the practicum the student teacher gains more and more experience at "what works" in a practical sense. In other words, taking risks becomes part of managing a classroom and student teachers become much more adept at "rolling with the routine." They are taught to "fit into the structure" already provided in the classroom. One student teacher commented:

> At the beginning it was using more of their materials but by the end...I [wasn't] relying on them as much as using my own ideas. But my cooperating teacher would always want me to do worksheets and things like that although I didn't always agree with it but they had structured and established it so by the end I was making up worksheets and that type of thing.

Cooperating teachers, however, continue to relinquish more and more control over classroom responsibilities. By gradually "letting go" the cooperating teachers actually orchestrates success for the student teacher. One cooperating teacher described the process of "letting go" as a slow "step by step" process. First she models the skill, then she collaborates and consults with the student, then the student tries the skill and finally an analysis of what occurred takes place.

The cooperating teacher might ask "What happened here?" and she will continue this process of "letting go" until the student has the skill firmly in place. Once that occurs she moves on to other things, however, she still maintains a global perspective and one cooperating teacher commented "if we forget it [skill] we'll go back and bring it in line again." So even though the teacher "let's go" she does so on a limited basis always ensuring success for the student teacher by building confidence and "passing on" a repertoire of skills that work. As another cooperating teacher mentioned "I tell them to try things [even if they] disagree because they have to evolve their own style of teaching.

Accepting Responsibility

In the process of becoming a teacher, student teachers are encouraged to accept more and more responsibility in the classroom until finally they take over completely. The process of taking on the mantle of a teacher does not occur without trauma for the student teacher. Student teachers are in a very difficult situation since they are expected to behave like teachers without having the practical knowledge to "roll with the routine." Furthermore, student teachers are also under the added stress of being evaluated at the end of the practicum experience. Cooperating teachers are well aware of this dilemma and in planning learning situations they attempt to provide a non-threatening, totally supportive attitude for their student teachers. As one cooperating teacher mentioned, "I'm always very positive. I always use the positive approach, no matter how bad they are when they start." Therefore, the student teachers are guided through modelling, planning, encouragement and evaluation in order to help them develop their own teaching style. By modelling and planning the cooperating teacher demonstrates the attributes they believe to be important to successful teachers. One cooperating teacher insisted that her student teacher model her techniques precisely so as to learn the right way of teaching. She assured her student teacher there would be plenty of time to experiment, however, first the student must learn from the teacher.

> I like them to teach, or to model, the way I have taught for the first few lessons....I will model a lesson and then I want them to model the same type of lesson. Later on in the practicum, they'll get their chance to use their own ideas, but to begin with it's modelling.

Furthermore, through planning student teachers are prepared to accept responsibility for the class in small stages.

> Yes I constantly plan with the student teacher. Every lesson we plan. We sit down. I see the lesson before she teaches it. We go over it. Is this a good idea? Do you think this will work? Well maybe I could do such and such. And then they teach the lesson.

Nevertheless student teachers are quick to point out it's easy enough to "look and listen" it's quite another to teach. The transition from student to teacher, however, is often easily and smoothly accommodated in a supportive and non-threatening atmosphere. As one cooperating teacher commented "we have to be the person, the guide to do that." All three cooperating teachers appeared to value this non-judgemental approach to guiding the students to accept more responsibility. Making mistakes is part of the learning process according to the teachers, "it's O.K. to make mistakes" as long as you go back and learn from your mistakes and improve.

How is the student teacher to know when they are ready to accept more responsibility? One technique used by cooperating teachers was evaluation. Evaluations, both formative and summative, always began by mentioning strengths in the lesson then weaknesses.

> You want to draw out their strengths continue reinforcing [them] and use those strengths but now [you say] "let's work also on what you can do better" and you do the same thing with students in your class.

Cooperating teachers felt that this type of an approach ensured that the student was never faced with "surprises" at the midpoint or final evaluations. One cooperating teacher explained how she felt about the evaluations when she commented:

> Everything in both evaluations was written down and was something that we had already talked about, which was good; there were no surprises at all. The final evaluations were very close in the ratings.

Taking on the "mantle of the teacher" is not an easy task and cooperating teachers attempt to make the transition for the student teacher as painless as possible. Positive reinforcement and a supportive attitude help the student evaluate and reconstruct their own teaching style. Controlled planning of lessons and units further "allows" the teacher to direct and guide the student's growth in the process of becoming a teacher.

Growth

Growth involves an ongoing self critical process in terms of strengths and deficiencies of student teachers as they attempt to establish a personal, professional teaching style. This process demands the active involvement of the student teacher in two areas. These are self reflection and evaluation. Through self reflection and guidance the student teacher comes to understand areas of strengths and weaknesses. Whereas through evaluation the student is encouraged to analyze and judge aspects of their personal style that require improvement.

Growth Through Reflection

Growth demands that the student teacher come to understand different aspects of the teaching process. Through observation the student teacher becomes aware of how other teachers behave in different teaching situations. Often specific situations are orchestrated by the cooperating teacher to help the student teacher become more reflective regarding their teaching practices:

> I want you to pick out the kinds of questions I used, and I'll give her the plan. I'll say...here are the kinds [of questions you'll be looking at] the knowledge, the analysis, the synthesis and whatever, see if you can pick out my words...

Once a specific objective is identified and observed, the cooperating teacher uses conferencing to further explain the "what" and "why" of the lesson. From this point on it is expected that the student teacher will begin teaching.

Both cooperating teacher and student teacher collaborate to improve the student teacher's performance:

> I start saying you know, great you made it through your first lesson or something very positive...you stated your objectives...then I put suggestions for growth...then I give them suggestions and then we look at that and they also analyze their lessons too, we compare notes and then we pinpoint one or two things that we're going to really stress for the next week.

Once the student teacher's objectives have been realized, the cooperating teacher employs "scripting" as a concrete example to continue guiding the student teacher in developing reflection:

> So you go through the scripting and they can see that happened in your lesson then when they teach it then they try to put these things in. Then you script them and they can see if it's there or it isn't there, and when it's not there, then you ask them Well how did it go when it's not there? and you talk about how it went...how did it go here when you did have it in place? and they [student teachers] can see the difference.

Scripting serves several purposes for the cooperating teacher. First it provides a concrete example of the interaction that occurred. Through an analysis of these interactions, the student teacher is encouraged to change, adapt, or carry on. Scripting also helps provide a perspective to what is appropriate and expected in a lesson and what is not appropriate. A third, and perhaps most important purpose, is that scripting combined with questioning provides the cooperating teacher with a teaching method that encourages self-reflection and through self-reflection professional and often personal growth occurs.

Growth Through Evaluation

The three cooperating teachers interviewed felt that student growth was an essential component of the practicum. It is during the evaluation process that risks are encouraged, classroom management techniques are reinforced and individual teaching styles are developed. The student teacher is expected to "cross over their desks from being a student to being a teacher." Evaluation through reflection encourages this "cross over." Student teachers are expected to "try their own ideas" even if they don't always work. The important questions the cooperating teachers seemed to emphasize regarding risk-taking were; Why the method did or didn't work? Did the student teacher fulfill their responsibility to the children? As one cooperating teacher indicated:

> I also allow them to try their own method, if they think it works...try it and even if it doesn't work try it if it doesn't why doesn't it...but the main thing is that we always have to make sure that those kids are learning.

Risk taking, although encouraged, always carries the proviso of accountability to the student in the classroom. It is through evaluation that this accountability to the student is insured. All three teachers expressed the view that there must be a balance in risk-taking since it can lead to growth or confusion:

> You have to be able to actually analyze and say "yes" if you try this and maybe try this, these might make it better. And to try and train them to think that way for themselves. Say O.K. this isn't working now what else can I do?

Risk-taking appears to be a rather important element in the process since it is through risk-taking that the student teachers begin to restructure their own teaching style. Often student teachers willingly accept advice and criticism from the cooperating teacher since the cooperating teacher is the most "significant other" in the practicum experience. This willingness, however, to model themselves after the cooperating teacher can be quite limiting. The cooperating teachers encouraged the student teacher to develop their own style, however, they also both reinforce the idea that it is not necessary for the student to reinvent the wheel and if something works then it should be used:

> If you're willing to do the sharing and give them the trust...if you don't give them much experience and also allow them to take their own direction and to develop their own styles, they're going to be like you so it takes a lot of courage to say O.K. I am going to trust this person.

The cooperating teacher appears to accept and encourage a realistic approach to teaching the student teacher. She accepts that the student teacher must grow and become independent, however, a certain amount of control is necessary to maintain this delicate balance. It is a slow careful process of restructuring the student's way of "viewing the world." It is this process of "observing", "guiding", "pushing" and "letting go" when necessary that encourages the student to grow by developing a style that works for them.

Conclusions

From the ongoing analysis, five major themes were identified which related to how the cooperating teacher helps the student teacher restructure an effective teaching strategy. The first theme discussed the question of "what" the student teachers should learn. The following four themes addressed the issue of "how" they should learn. "What" was identified as an individual professional teaching style and the "how" themes were identified as confidence, survival, accepting responsibility, and growth. Each area was discussed and grounded in the literature wherever possible and pertinent.

CHAPTER SIX

SUMMARY REFLECTIONS AND IMPLICATIONS

Introduction

This chapter consists of three major sections. The first section summarizes the purpose of the study and reviews the research methodology. The second section will address reflections pertaining to the study and the last major section will discuss implications for practice and research in relation to the cooperating teacher's responsibilities to the student teacher.

Summary of the Study

Purpose of the Study

The purpose of the study was to develop insights into how cooperating teachers help student teachers restructure their way of "viewing the world" into a viable strategy during the practicum experience. The reasons for the study are elaborated upon in the literature review and further suggest the importance of the cooperating teacher's role in helping the student teacher restructure their professional knowledge and techniques in order to achieve the profession's objectives in a particular socio-cultural context. The following five research questions were addressed.

1. What strategy regarding teaching does the effective cooperating teacher have?

2. What techniques does the cooperating teacher choose to stress in a particular set of circumstances in order to help the student teacher develop an effective teaching strategy?

3. How does the cooperating teacher teach the strategy to the student teacher?

4. What aspects of the practicum experience alter or reinforce the cooperating teacher's technique of instruction?

5. How do the student teachers value this experience in developing their own strategy?

Research Methodology

Semi-structured interviews were used in the collection of data. Three cooperating teachers and their student teachers were identified as participants. The cooperating teachers were interviewed three times over an eight week practicum in order to examine their perceptions regarding the structuring of a teaching strategy for the student teacher. At the end of the eight week practicum the three student teachers were also interviewed in order to corroborate the research data. Each interview was taped and transcripts were returned to the participants for verification, correction, and elaboration thus ensuring the intent of the data was accurate. Follow up interviews with the cooperating teachers provided them with the opportunity to answer additional questions and elaborate on specific issues related to their role.

Data analysis was continuous from the initial interview with the teachers. The information from the transcripts evolved into three major areas, Philosophy, Techniques, and Teaching. Categories were then established under each heading. It was interesting to note at this point that the categories evolved into three major areas rather than falling neatly under the five questions asked. All five questions were answered, however, in a rather circuitous route. The categories were then analyzed and five major themes were identified. One theme centered on 'what" cooperating teachers taught and the other four were concerned with "how" this was accomplished. The 'what" focused on the student teachers as they developed their own style of teaching, whereas the "how" focused on the student teacher's survival, growth, confidence, and accepting of responsibility. From an analysis of the categories and themes many areas of growth resulted for the researcher. These will be discussed under reflections.

Reflections

Introduction

From my experience as a cooperating teacher and a faculty consultant, many of my ideas regarding the cooperating teacher/student teacher relationship have been confirmed, whereas other ideas have to be reevaluated. My reflections will be discussed under three broad headings; reflections on the improvement of the cooperating teacher, reflections concerning the guiding of the student teacher, and reflections relating to the University's responsibility.

Reflections on the Improvement of the Cooperating Teacher

From the onset of the study, it was my belief that cooperating teachers are the most "significant other" in the student teacher experience (Karmos & Jacko,1977). In so far as this relationship is so vital I believe it is critical that cooperating teachers learn to articulate their knowledge and beliefs about teaching so as to influence and guide student teachers. Lortie (1975) aptly states that the aim of teacher education programs should be "to increase the person's awareness of his beliefs and preferences about teaching and to have him expose them to personal examination" (p.231). Workshop experiences focusing on identifying a classroom strategy or a particular "style of teaching", and techniques of teaching involving evaluation and supervision of student teachers would be invaluable to the cooperating teacher. Since the practicum experience is basically grounded in the actual practice of the classroom I believe a theoretical framework encompassing an organized body of knowledge must be included in a workshop experience for cooperating teachers thus helping to ensure a quality of performance in teacher educators. As Joyce and Clift (1984) remarked "a continual production and dissemination of knowledge about teaching, learning, and teacher education" is a must for teacher education (p.9).

Unfortunately once teachers are certified they are no longer required to upgrade their teacher training and therefore they "learn to solve their problems on a relatively pragmatic and ad hoc basis and doubt that there actually exists any body of knowledge that can guide it" (Joyce & Clift,1984,p.16). These teachers often focus entirely on the clinical aspects of teaching when acting as cooperating teachers therefore it is essential that they become involved in an upgrading program if they are to become teacher educators. This division of theory from practice "alienates them from the intellectual roots of their profession" (Joyce & Clift,1984,p.16).

"Letting Go" of the classroom responsibilities became another major cause for reflection. My experience with cooperating teachers suggested that in many cases by the fifth week of an eight week practicum the student teacher had assumed complete control. This did not happen with the student teachers in my study, quite the contrary, all three cooperating teachers continued to teach one period throughout the practicum. The question that must be asked is: Which experience is most useful to the student or does it matter? According to Joyce and Showers executive control provides the student with the "intellectual scaffolding necessary" to understand and use the skills where necessary. If this is true this last stage of student teaching should encourage, even demand, that the student teacher acts as an independent "teacher" in the last weeks of the practicum.

Although the idea of scripting was not new, the approach used by the cooperating teachers in this study added insight into how this type of documentation might be used as a formative tool as well as a summative tool. According to Killian and McIntyre (1985) cooperating teachers are reluctant to offer negative comments or critical remarks when evaluating student teacher performance. The cooperating teachers in my study often commented on their reluctance to evaluate their students at the end of the practicum experience. I wondered if ongoing continuous scripting might be used to document successes and failures thus providing the student with adequate feed back and "no surprises" at the end of term. This form of evaluation, if performed on a regular basis, once a day initially, and perhaps twice a week as the practicum progressed, might help in two ways. First, ongoing evaluation would occur and second, evaluation could develop in a non-threatening, supportive atmosphere thus preparing the student teacher for a realistic assessment of their strengths and weaknesses at the end of the practicum.

One last area of reflection regarding cooperating teachers was the continuous use of didactic questioning strategies which often forced the student teacher to reflect on what was happening or how a situation might be improved. One student teacher remarked on how her cooperating teacher "drew the answers" out of her. This brought to mind Schon's (1987) examples of conversations between Quist and Petra in order to develop reflection-in-action using the "graphic world of the sketchpad as the medium" (p.75). I wondered if "scripting" wasn't used as the cooperating teacher's "sketch pad" in order to develop "reflection in action."

Reflections Concerning the Guiding of the Student Teacher

Two major reflections seemed to evolve from the study regarding student teachers. Often student teachers are unable or unwilling to make educated choices regarding lesson procedures and appropriate materials and must therefore rely on the cooperating teacher to offer this initial support. In this sense the student teacher adopts the role of "follower and not leader" placing themselves in the precarious position of being totally accepting (Schon,1987). This however has its drawbacks since according to Schon (1987) the student teachers must have complete confidence in their abilities to remain independent of the cooperating teacher. As one of the student teachers remarked "She [the cooperating teacher]" had developed the structure in the classroom and even though she (student teacher) was not comfortable with worksheets she still used them since the cooperating teacher expected her to." Did this cooperating teacher allow her student sufficient latitude to grow and develop her "own style of teaching" or did the cooperating teacher socialize her student teacher to accept worksheets as the norm? Zumwalt (1982) encapsulates the essence of my concern when she states "to improve education...one educates teachers in a way that enhances their deliberations about teaching" (p.225). Without the capacity to be self-critical a teacher can scarcely be considered professional (p.327).

The second area of reflection pertinent to student teachers involved student teachers and risk taking. Throughout the transcripts the three student teachers were encouraged time and time again to "try something new" even if it doesn't work try it and then ask why it worked or didn't work. Combs (1971) discusses the absence of threat in the learning situation and it would appear that the students are very willing to take risks and to try new things in a supportive, non-threatening atmosphere.

Reflections Relating to the University's Responsibility

Several interesting considerations regarding the University and the practicum experience resulted from my study. Student teachers and cooperating teachers both remarked on the need for equipping student teachers with survival skills. Needs such as classroom management skills, planning skills, and communication skills were most often mentioned. It's interesting to note the concern expressed in the literature indicating that "student teaching contributes to the development of utilitarian teaching perspectives in which teaching is separated from its ethical, political, and moral roots" (Zeichner & Teitelbaum,1982,p.96). This concern I believe is grounded in the needs expressed by student teachers and cooperating teachers regarding survival skills. It would appear that the University interprets the needs for survival as a "utilitarian teaching perspective," however, I've wondered why an "emphasis" on survival needs necessarily removes the teacher from their "ethical, political, and moral roots." If, indeed, the technique becomes an end in itself then remedial action is necessary, however, I believe using various techniques to solve problems allows "the teacher" to get on with larger issues thus embracing their "ethical, political, and moral roots." From the experienced cooperating teacher's point of view it became apparent that student teachers must work in a guided clinical experience if they are to be successful in the classroom. Perhaps the

University must come to recognize their responsibility to student teachers by providing them with comprehensive curriculum courses offering such clinical experiences. The student teachers expressed a need to be more practical in their expectations regarding other aspects of teaching as well. Specifically mentioned was a realistic notion regarding planning lessons for the classroom. It would appear that University professors do not have a realistic view of what "a real lesson plan" should involve and students are often "passed" on the basis of what appears theoretically to be a good plan but in actual fact is unrealistic in a classroom setting. Both cooperating teachers and particularly student teachers felt that incorporating the theoretical planning with a clinical experience might be more realistic.

Another interesting idea regarding the University emerged from my analysis. As stated earlier, it was my opinion that the cooperating teacher was the most "significant other" in the student teacher's experience. Much to my surprise, however, it became apparent that the Faculty Consultant could also play a significant role in improving the quality of performance of the student teacher experience as well as providing the cooperating teachers with new insights. This was a most refreshing idea since from my experience more often than not the cooperating teacher and the student teacher join forces and provide a "show" for the faculty consultant in order to ensure the student teacher an excellent evaluation at the end of the term. In this situation the faculty consultant took on the role of "significant other" for the cooperating teacher, guiding, suggesting, offering advice where necessary, thus ensuring an excellent teaching experience for both cooperating teacher and student teacher. Perhaps this is also a role that should be encouraged for the faculty consultant.

Personal Reflections

A final unanticipated section involving my role as teacher educator also evolved from the writing of this study. It became rather evident to me as the study progressed that many of my taken-for-granted assumptions, beliefs, and values required reflection and reassessment. The reality expressed by the cooperating teachers while often similar to mine, in some instances was very different. Concerns involving questions regarding my own personal style of teaching became much more pressing as the study progressed. I also began to wonder just what I valued as a teacher educator. How important is it to allow the student teacher absolute control in my classroom? How important is it to reconcile the gap between theory and practice? What kinds of qualities does a good teacher educator exhibit and how do you test for them? It became apparent that I came away with more questions than answers. Nevertheless one critical understanding surfaced and that is the importance of the cooperating teacher as a guide in helping the student teacher develop the capacity to be self critical in all teaching situations.

Implications

Implications for Practice

This study has implications not only for cooperating teachers, but also for student teachers and the University Programs. Based on the literature review of Chapter Two as well as the analysis of the transcripts, certain recommendations must be considered for each of the three interest groups, cooperating teachers, student teachers, and the University.

Selection of Cooperating Teachers

Since the cooperating teacher plays such a vital role in guiding the student teacher through the practicum experience and since the skills and abilities of the cooperating teacher are critical factors in determining the quality of the student teacher's practicum experience, it becomes apparent that a screening process identifying the best qualified cooperating teachers is necessary. On the basis of my study, several criteria for choosing the most able and best qualified cooperating teachers seem relevant. Foremost among these criteria are a high level of enthusiasm and a commitment to teaching and a demonstration of excellent teaching ability. Equally important are strong supervisory skills with respect to student teachers, particularly the ability to help the student teachers become self reflective practitioners.

Process of Training Cooperating Teachers

The major objective of the student teaching program is to develop the most able and qualified teachers possible. Since the cooperating teacher guides the student teacher in practicing "effective teaching in the context of doing" it is essential that workshops and University graduate courses culminating in a Masters degree be developed to ensure a reflective practitioner in the classroom (Schon,1987,p.19).

Traditional workshops and inservices appear to be ignored by most cooperating teachers because "they don't offer anything new", therefore change appears necessary. The P.A.C.T. 330 project at the University of Alberta is a modest beginning even though all of the participants felt it was limited in many areas. Perhaps the P.A.C.T. project could be "beefed up" to include more relevant theory for cooperating teachers as well as a clinical experience incorporating models of reflection for both student teachers and cooperating teachers. Further, university courses offering effective teaching techniques, communication skills, the reflective process, and so on, could be developed and used as the basis for a Masters degree thus ensuring a reflective practitioner.

Implications for the preparation of student teachers

Institutions responsible for the professional development of teachers must develop a specialized program of study for student teachers. Fuller's (1975) research specifically states that education courses should be designed and sequenced to "address the felt needs of developing teachers as these needs occur" (p.41). Survival skills such as classroom management, lesson planning, and so on, must be included prior to all practicum experiences if student teachers are to advance to the more desired level of impact concerns where reflective thinking evolves (Hall,1987).

Implications for Faculty Preparation

Institutions undertaking professional preparation of student teachers must have faculty members qualified in the area of teacher supervision. Faculty consultants must be clearly aware of their responsibilities to the student teacher and the cooperating teacher. Part of this responsibility includes guiding and advising the student teacher as well as the cooperating teacher. Perhaps faculty consultants should be screened rather than being chosen from a pool of graduate students since they share the responsibility of "guardian" with the cooperating teacher.

If money was no object, I would recommend utilizing experienced teachers that have specialized in a particular curriculum area - social studies, science, language arts, reading, since these people have a theoretical knowledge base grounded in practice.

Faculty consultants must also be trained in techniques of evaluation. Mandatory university courses stressing didactic questioning strategies, scripting, and communication skills should be developed.

Implications for Future Research

Although this study provided some useful information regarding how the cooperating teacher teaches the student teacher, further research would be helpful in expanding the meagre data base in this area. The following research might be included:

1. Replication of the research with a larger sample of cooperating teachers and student teachers to determine if their views regarding how the cooperating teacher actually teaches the student teacher corroborates the findings in this study.
2. Further research should be conducted to identify specific skills necessary for University courses for cooperating teachers, student teachers, and faculty consultants.
3. Further research should be conducted using different methodologies to ascertain variables that facilitate or detract from the cooperating teacher/student teacher relationship.

4. Future research might be used to evaluate both short and long practicum periods.

A Final Word

This study examined how three cooperating teachers guided their respective student teachers in structuring a teaching style that worked for them. Although all three cooperating teachers approached this task from a different perspective, several common themes surfaced as the research progressed. The most significant factor arising from my study, however, is that the cooperating teacher continues to act as a "guide" throughout the practicum experience. Therefore, it is apparent that the professional excellence of the cooperating teacher is one of the most critical factors governing the quality of the student teachers' educational experience. Zumwalt (1982) states "good teaching demands very able people" therefore the process of selecting and educating cooperating teachers is critical if the quality of teaching is to improve (p.248).

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Appendix A

Interview Guide

Pre-Practicum Interview Guide for Cooperating Teachers

1. a) How many years have you taught and at what levels?
   b) How many years have you had student teachers?

2. Tell me a bit about how you view teaching? What does teaching mean to you?
   Probe: characteristics
   role

3. Work through a typical teaching day and describe and explain some of the things you do.

4. What does being a cooperating teacher mean to you? What does it involve?

5. What kinds of experiences have influenced you as a cooperating teacher?

6. What do you think is most important for a cooperating teacher to know?

7. When you observe a student teacher teaching what are you looking for?

8. How do you find out what the student teacher knows? For example, your student teacher has been with you for three weeks. How can you tell what he/she knows? Walk me through your analysis.

9. How do you help the student teacher develop an effective teaching strategy? Can you use examples?
   Probe: How do you actually teach the student the strategy you define as important?

10. In which areas do you feel you have the most impact on the student teacher?

11. Has this practicum experience altered or changed your way of teaching?

12. What advice would you give a cooperating teacher who was about to receive a student teacher for the first time?

13. Can you suggest ways the practicum experience might be improved for:
    a) cooperating teachers
    b) student teachers

14. Are there any topics, comments, or insights that you would like to mention that I've forgotten?

Mid-Practicum Interview Guide for Cooperating Teachers

1. Questions/concerns about the transcription. Are there things you wish to change or discuss?

2. How do you prepare your student teacher to teach. Probe: plan of action.

3. How do you introduce the student teacher to your class? Do you usually have a specific plan for the student when she comes to you. Discuss the process - explain or suggest.

4. What the student teacher adds to your classroom.

5. Do you help the students design objectives on long term plans?

6. How do you establish developmental growth in your student?

7. Briefly discuss evaluation.
   Probe: process of cooperating teacher evaluation

8. I noticed that you teach the core subjects in the morning, is there a reason for this?

Post Practicum Interview Guide for Cooperating Teachers

1. Has your view of teaching changed with the 8 week practicum experience and with me talking to you?

2. Explain what being a cooperating teacher means to you?
   What does it involve?
   Insights.

3. Have there been any experiences over the last 8 weeks that have influenced you as a cooperating teacher?

4. Suggest the most important things for a cooperating teacher to know.

5. What are you looking for when you observe a student teacher? Explain.

6. After these 8 weeks how do you assess the student teacher? How do you find out what they know?

7. How did you help the student teacher develop an effective teaching strategy?

8. In which areas do you feel you had the most impact on the student teacher?

9. Has the practicum helped you in any way?

10. Can you suggest ways of improving the practicum for:
    Probe: cooperating teacher?
    student teacher?

11. Have I forgotten anything?

Post-Practicum Guide for Student Teachers

1. Explain what teaching means to you now that you've completed the practicum? Is your view of teaching different or the same as the cooperating teacher? Explain.

2. Explain what your expectations were for your cooperating teacher.

3. Suggest the kinds of experiences that influenced you as a student teacher.

4. How were your introduced into the classroom? Did the cooperating teacher have a "plan of action" when you started?

5. What aspects of the practicum were most significant for you?
   Probe: What did the cooperating teacher stress most?

6. How did the cooperating teacher evaluate you? Suggest the kinds of characteristics she was looking for.

7. How did the cooperating teacher actually teach you what was important? Where did the cooperating teacher have the most impact? Explain.

8. Did both of you agree on what was important? Explain.

9. Was there a change in the way you were treated at the beginning of the practicum and the end of the practicum? Explain.

10. How were objectives for long term plans handled?

11. How did your cooperating teacher develop your self confidence?

12. What should you know before coming into the classroom?
    Probe: Suggest ways of improving the practicum.
    How would you change the practicum experience?

Appendix B

A Pilot Project of the E.C.S.D. and the U. of A.

PRACTICUM ALTERNATIVES FOR COLLABORATION IN TEACHING

P.A.C.T.

A Pilot Project of the E.C.S.D. and the U. of A.

Edmonton
Catholic
Schools

November, 1988

PRACTICUM ALTERNATIVES FOR COLLABORATION IN TEACHING

P.A.C.T.

: A Pilot Project of the E.C.S.D. and the U. of A.

P.A.C.T. is a pilot project of the Edmonton Catholic School District and the University of Alberta. The University of Alberta is responsible for teacher preparation and traditionally the Edmonton Catholic School District has cooperated with the University in its programs through the practicum component. In this project these two parties have undertaken a collaborative approach to the practicum.

The purpose of the project is:

- To integrate theory and practice through collaboration in the preparation of student teachers and the further development of cooperating teachers.
- To provide a structured support system for student teachers in their practicum experiences.
- To provide an opportunity for creating and maintaining professional growth experiences for cooperating teachers.
- To provide directions for planning alternate models for the practicum.

ASSUMPTIONS:

1. As professional educators dedicated to the teaching/learning process, members of the teaching profession and the university community are committed to professional development.

   There is a need for school districts and the university to collaborate in the preparation of cooperating teachers and student teachers.

2. The faculty of Education will ensure that students have a strong background in both curriculum and pedagogy.

   Members of the Faculty of Education must have closer contacts with the schools.

3. Student teaching is the first phase of the long term process of continuous development of the teacher.

   Both the schools and the Faculty of Education will ensure that there is an environment which encourages experimentation and reflection in order that there is an integration of theory and practise. The principal is critical in fostering such a climate at the school level.

4. Special preparation can assist teachers in fulfilling their role as cooperating teachers.

   A program which focuses on the development of observational, analytical and coaching skills will be part of such preparation.

5. Developing and changing professional classroom practices requires time and structured support.

   The program must be systematic and long range in nature comprised of specific inservice and follow-up components. This project is the initial stage of what is to be a systematic and long range program of teacher development.

DESCRIPTION OF PROJECT:

This pilot project between the University of Alberta and the Edmonton Catholic School District will prepare student teachers and cooperating teachers to engage in reflective analysis and feedback on their classroom practices. The cooperating teachers will be provided with training in the area of supervision and coaching of teachers. Student teachers will be provided with a more structured approach to their development which will emphasize that the practicum is but the first stage of their ongoing growth as professional teachers. The project will provide a well-rounded professional experience for both student and cooperating teachers. In this undertaking, the University and the District will jointly plan, execute, and evaluate the project for its implications with respect to teacher preparation.

EXPECTED PROJECT OUTCOMES:

As the objectives of this program are to increase teacher involvement in teacher preparation and to provide professional development alternatives for cooperating teachers through the coordinated efforts of the Edmonton Catholic School District and the University of Alberta, the critical outcomes must include:

- evidence of significant collaboration among all parties.
- provision for on-site systematic support for student teachers
- increased professional development opportunities for cooperating teachers.
- identification of a contact person at the district level as well as evidence of increased communication between Faculty of Education personnel and individual schools.
- a model for practicum alternatives based on the evaluation of the project which could be utilized in other university - school district collaborative endeavours.

PERSONNEL:

STUDENT TEACHERS:

Four half day sessions to be presented by the practicum associates/faculty consultants attached to the program.

Two of these sessions will occur on campus before the practicum, and the last two in pulling out sessions during the first four weeks of the practicum.

COOPERATING TEACHERS:

Four half day sessions to be presented by the practicum associates/faculty consultants attached to the program.

Two of these sessions would require substitute teachers, one before practicum begins, and one within the first two weeks of the practicum. Student teachers would provide the coverage for the remaining two sessions.

COOPERATING SCHOOLS:

Holy Family
Mary Hanley
St. Richard
John Paul I
St. Elizabeth

FACULTY PERSONNEL:

Al Neufeldt
Joan McLean
Yvette Brown

DISTRICT PERSONNEL:

Minimal - principal assistance

DATES:

Winter term

DELIVERY:

In the initial year of the project, one section of each of the following Education Practicums will be addressed:

Ed. Prac. 330

Ed. Prac. 350

Ed. Prac. 353

EVALUATION:

Survey of cooperating teachers before and after project.

Survey of student teachers before and after project.

Evaluation of individual learning of both groups through anecdotal records.

ED PRACTICUM 330

"People do not necessarily learn from the experience, particularly if they do not think about it or do not take responsibility for its creation"
- Anonymous

OBJECTIVES:

- To build on the orientation session the University provides to cooperating teachers in order that these teachers may develop their supervisory skills throught a structured program.
- To ensure that the student teachers have had the opportunity to experience a systematic approach to the practice of teaching and classroom management in order that they may reflect on these with the cooperating teachers.

COURSE OUTLINE:

STUDENT TEACHERS:

1. Classroom Management
2. Communication Skills
    - with students
    - with peers
    - with cooperating teachers

COOPERATING TEACHERS:

1. Supervisory Skills
    - observation
    - analysis
    - preparing for feedback

2. Coaching Skills

Content will be finalized after a meeting with the fall Practicum Associates but in keeping with the general content for the whole project.

EVALUATION:

The evaluation should have some common components with that of the other two practicums. Therefore, the project as a whole should have an evaluation component.

Timing of sessions:
- time of year
- time of day

Content of sessions

Reflection on personal growth

Comparative statements from cooperating teachers who have participated in both the regular program and the pilot project.

Sample to include
- student teachers
- cooperating teachers
- practicum associates
- coordinators